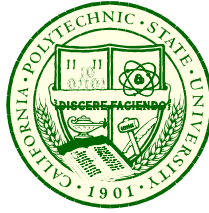


CALIFORNIA POLYTECHNIC STATE UNIVERSITY
SAN LUIS OBISPO



School of Education
College of Science and Mathematics

PRECONDITIONS REPORT

Submitted to:
California Commission on Teacher Credentialing

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I. SPECIAL CHARACTERISTICS OF THE INSTITUTION

The School of Education (SOE) is a member of the College of Science and Mathematics at California Polytechnic State University-San Luis Obispo (hereafter referred to as “[Cal Poly](#)”). The SOE currently offers five credential programs, as approved by the California Commission on Teacher Credentialing (see [Appendix A](#)):

- Multiple Subject
- Multiple Subject with BCLAD Spanish (Bilingual Crosscultural Language and Academic Development) Emphasis
- Single Subject (Agriculture; English; Mathematics; Science: Biology, Chemistry, Physics; Social Science)
- Education Specialist Mild/Moderate
- Administrative Services
- Agriculture Specialist

Programs currently on hiatus/inactive status include Education Specialist Level II Mild/Moderate (effective August 2010) and Counseling & Guidance School Counseling (effective August 2009).

Overview of the University

Cal Poly is one of 23 campuses in the California State University ([CSU](#)). Founded in 1901 as a state vocational high school, Cal Poly has evolved into a comprehensive master’s-level university, with an identity and [reputation](#) as a polytechnic institution. Nearly 75% of all students graduate in nationally recognized technical and professional programs that are balanced with the arts, humanities, and social sciences. Cal Poly has distinguished itself as a student-focused, learning-centered educational institution. This commitment has been particularly evident in our emphasis on experiential learning, a “[learn-by-doing](#)” approach that is a source of pride to Cal Poly.

In 2010, Cal Poly revised its mission statement (shown below) to emphasize the theoretical foundations of its learn-by-doing approach and to reflect a commitment to environmental responsibility and a desire to more actively involve students in their own learning.

Cal Poly Mission Statement

Cal Poly fosters teaching, scholarship, and service in a learn-by-doing environment in which students, staff, and faculty are partners in discovery. As a polytechnic university, Cal Poly promotes the application of theory to practice. As a comprehensive institution, Cal Poly provides a balanced education in the arts, sciences, and technology, while encouraging cross-disciplinary and co-curricular experiences. As an academic community, Cal Poly values free inquiry, cultural and intellectual diversity, mutual respect, civic engagement, and social and environmental responsibility.

-- *Approved by President Baker, March 22, 2010*

To foster realization of the University's mission and define the institution's expectations for student learning, Cal Poly adopted seven University Learning Objectives in 2007. The University further defined those expectations with four Diversity Learning Objectives in 2008. These objectives are listed below.

University Learning Objectives (ULO's)

When students graduate from Cal Poly, they should be able to:

- Think critically and creatively
- Communicate effectively
- Demonstrate expertise in a scholarly discipline and understand that discipline in relation to the larger world of the arts, sciences, and technology
- Work productively as individuals and in groups
- Use their knowledge and skills to make a positive contribution to society
- Make reasoned decisions based on an understanding of ethics, a respect for diversity, and an awareness of issues related to sustainability
- Engage in lifelong learning

Diversity Learning Objectives (DLO's)

When students graduate from Cal Poly, they should be able to:

- Demonstrate an understanding of relationships between diversity, inequality, and social, economic, and political power both in the United States and globally.
- Demonstrate knowledge of contributions made by individuals from diverse and/or underrepresented groups to our local, national, and global communities.
- Consider perspectives of diverse groups when making decisions.
- Function as members of society and as professionals with people who have ideas, beliefs, attitudes, and behaviors that are different from their own.

Overview of the College of Science and Mathematics

A long-term goal at Cal Poly has been to prepare well-qualified college graduates for STEM (science, technology, engineering, and mathematics) professions in California. This goal has broadened to include work and college readiness of P-12 students for STEM fields, and the University has demonstrated its support in important ways. A recent and significant move has been to merge the professional education unit with the [College of Science and Mathematics](#) (CSM) to strengthen teacher development and ultimately achievement of all students. In addition, the CSM has hired math and science educators in those academic departments to collaborate with teacher educators, created the Center for Excellence in Science and Mathematics Education ([CESaME](#)) to bring together STEM and education faculty with P-12 educators and industry partners, and supported a range of initiatives (e.g., [Teacher Quality Partnership](#)) to enhance teacher education.

The University's motto of "learn-by-doing" (*discere faciendo*), mission statement, and learning and diversity learning objectives provide a foundation for all program goals. Both the SOE and the College of Science and Mathematics incorporate, in different ways, the key principles of the University's mission in their own statements. The mission and values of the College of Science and Mathematics, adopted prior to the currently approved mission of the University, express the importance of several of those current principles, including a learn-by-doing approach with an intellectual and creative base, openness to new ideas and cultural diversity, and social responsibility.

College of Science and Mathematics Mission

The College of Science and Mathematics promotes the learning, understanding, and appreciation of science and mathematics as a basis for creative endeavors, intellectual pursuits, careers, and critical consideration of issues confronting society. It provides the foundation for the polytechnic curriculum, offers a rich and distinctive general education program, and prepares students pursuing degrees in the College for post-baccalaureate education and careers. An excellent and committed faculty guides Cal Poly-SLO students in developing the interest and capacity for lifelong learning by engaging their curiosities, imaginations, and critical and creative thinking skills.
--Approved Fall 2005

Overview of the School of Education

In 1933, agriculture education became the first formal teacher education curriculum at Cal Poly, incorporating the learn-by-doing approach that continues as a hallmark today. In 1990, the unit changed from a department into the University Center for Teacher Education (UCTE), a center of pedagogy for university and school faculty that focused on new teacher preparation. In 2004, while retaining the "center" concept, the UCTE was renamed the College of Education as it added a joint doctoral (Ed.D.) program (with University of California, Santa Barbara) to its range of credential and master's program offerings. Then, in 2009, the unit became the [School of Education](#) (SOE) when it merged with the College of Science and Mathematics (CSM). The primary purpose was to develop an innovative model of P-12 educator preparation by more closely linking education, math, and science faculty with school educators on curriculum, instruction, and supervision; applied scholarship; and service to teachers, schools, and the profession.

Throughout these organizational changes, the anchor of the SOE has remained our shared commitment to developing qualified, competent, and caring education professionals who prepare a diverse student population to become active, thoughtful participants in a democratic society. We have continued to operate as a center of pedagogy that brings university faculty and school partners together to offer professional education programs that are grounded in this commitment to advance the achievement of all students. In the future, we expect that our programs and professional relationships will place more emphasis on STEM education, while continuing to value the humanities and social sciences.

The purpose of the School of Education has evolved significantly since the institution first began to prepare agriculture teachers in 1933. Most recently revised in 2007, the SOE vision focuses on the School's preparation of professional educators in today's society, and the SOE's mission reflects and extends the University's principles of inquiry, collaboration, equity, and pluralism into the expectations for practice as well as the preparation of education professionals.

The SOE's vision and mission encompass our key beliefs about the processes and purposes of learning (i.e., the elements of "learning through" and "learning for"). Just as the University's mission provides a foundation for the values and goals of each unit, the SOE's vision and mission, further elucidated in the following section, provide the basis of our philosophy and frame the purposes and goals of each program in the School.

School of Education Vision

The School of Education develops and supports qualified, competent, and caring education professionals who prepare a diverse student population to become active and thoughtful participants in a democratic society.

--Approved February 1, 2007

School of Education Mission

The School of Education leads the campus in an all-university approach to preparing education professionals. These professionals create, assess, and modify environments, practices, and policies to foster the achievement of each and every learner; they strive for equity in schools and society; and they are committed to inquiry and professional growth for themselves and the advancement of P-20 education.

School of Education faculty model leadership in teaching, scholarship, and service through a grounded, reflective, learn-by-doing approach and through sustained collaborations with education partners: P-12 schools, families, community Schools, universities, and local, state, and national agencies.

--Approved February 1, 2007

In 2007, the SOE faculty also developed six learning outcomes, which reflect the SOE purposes, for candidates in all programs. These learning outcomes align with the University's learning outcomes as well as the SOE's dispositions.

Initial and advanced candidates are also prepared to be responsive and responsible educators—to enact the moral dimensions of teaching—through dispositions that are patterns of positive action that guide student learning, development, effectiveness, and professional growth.

School of Education Learning Outcomes

All candidates who complete a credential or master's degree in the School of Education will:

1. Be qualified, competent and caring professional educators

Candidates will demonstrate subject matter mastery, pedagogical and professional knowledge, and dispositions toward ethical practice that shape change as well as promote educational equity and equal access to learning for all students.

2. Integrate principles and practices of professional fields to support student learning

Candidates will demonstrate the ability to translate theory into practice through Cal Poly's learn-by-doing approach, and utilize knowledge-building technologies to foster learning, mentoring, and leadership.

3. Engage in cross-disciplinary and collaborative practices

Candidates will understand the relationships of one discipline to another within their particular profession, and demonstrate the ability to establish collaborations and partnerships to enhance professional practices and support student access.

4. Demonstrate authentic assessments designed for student success, individual growth and program improvement

Candidates will develop and use assessments that are data-driven, involve multiple sources and opportunities, are linked to professional standards and are used to modify programs and practices.

5. Effect sustainable communities in multicultural environments

Candidates will assume leadership roles in schools, communities and their professional associations to shape change, ensure tolerance and inclusion, and advance principles of social justice. Candidates will promote comprehensive schooling to support educational equity for and access to college and career preparation.

6. Engage in professional practices

Candidates will demonstrate reflective practice, uphold professional standards, and enact dispositions for both personal growth and advancement of the education field. Candidates will initiate the practice of life-long learning by engaging in professional associations and establishing personal professional growth plans.

-- Approved by the College of Education, 2007

School of Education Dispositions

Professionalism

1.1 Responsibility and Accountability

Acts ethically, responsibly, and with integrity; and is considerate, respectful, punctual, and appropriate in appearance, in conduct, and in all interactions with students, families, mentors, and colleagues. Is creative and self-reliant in finding solutions to problems and managing dilemmas. Is open to constructive feedback from others, manages situations of conflict and their own stress appropriately, and takes responsibility for own actions.

1.2 Creating Positive Climate

Develops curricula and programs that provide equitable access to learning opportunities for each and every student and educator through both content and processes. Promotes a climate in which learning is valued and on-going. Provides choices to enable all to share in and contribute to social and intellectual life. Upholds fair and equitable standards for conduct that encourage responsibility, mutual respect, and civic values, and that safeguard the physical, intellectual, and emotional well-being of each and every student and education professional.

Ethical Practice

2.1 Cross-Cultural Competence

Promotes respect for self, students, families, and cultures. Demonstrates belief that everyone can learn and values human diversity and equity in the learning environment. Examines own biases and prejudices and develops necessary awareness, attitudes, knowledge, and skills for effectively and respectfully teaching and mentoring people whose culture differs from their own.

2.2 Collaboration

Actively engages in a community of learners that develops relationships, programs, and projects with colleagues in P-20 schools and educational agencies designed to improve the quality of education for each and every student and education professional. Contributes professionally to the field at local, regional, state, and national levels.

Shaping Change

3.1 Inquiry and Innovation

Is prepared to engage in and fosters in others life-long learning, continuous reflection, and research (on own practice or beyond). Creates learning opportunities for self and others. Maintains currency with professional knowledge, effective and ethical practices, and scholarship in the field. Tries new methods and tools. Incorporates knowledge-building technologies; critical, creative, and metacognitive thinking; conceptual understanding; independent and interdependent problem solving; and experiential approaches to learning.

3.2 Social Justice

Seeks to understand own privileges and prejudices, the stereotypes embedded in educational materials, and the cultural bias institutionalized in schools and other education-related organizations. Works toward realizing a nation and world where all have basic human rights and actively seeks to eliminate social, political, and economic inequities. Promotes social and environmental responsibility. Independently and collaboratively identifies opportunities, goals, and avenues for social and organizational development toward excellence and equity. Empowers others to achieve organizational and personal goals.

--Approved by College of Education 2007; revised 2009

II. RESPONSE TO PRECONDITIONS FOR ALL APPROVED PROGRAMS

A. General Preconditions Established by the Commission

Pursuant to Education Code §44227(a), each program of professional preparation shall adhere to the following requirements of the Commission.

- (1) **Accreditation and Academic Credit.** To be granted continuing accreditation by the Committee on Accreditation, the program(s) must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both.

The School of Education is applying to the California [Commission on Teacher Credentialing](#) for continuing accreditation for its professional educator preparation programs operated by California Polytechnic State University San Luis Obispo. Cal Poly is fully accredited by the [Western Association of Schools and Colleges \(WASC\)](#). Cal Poly has completed the WASC Capacity and Preparatory Review (CPR) and received notification in June 2010 that we can proceed to the Educational Effectiveness Review (EER) (see [Appendix B](#)). The university is in the process of preparing for the EER visit, which is schedule for Spring 2012.

Cal Poly has authority to grant baccalaureate and master's degrees. Cal Poly offered an Ed.D. program in Educational Leadership jointly with the University of California at Santa Barbara; this program was discontinued effective June 2010.

- (2) **Responsibility and Authority.** To be granted continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:
 - (a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).

The [Director of the School of Education](#) is responsible for ongoing oversight of all educator preparations programs offered at Cal Poly. The Director reports to the [Dean of the College of Science and Mathematics](#), the academic unit that houses the School of Education. Both the Director and the Dean report to the Provost and President of the university. An organizational chart of the School of Education and its association with the larger University is included in [Appendix C](#).

- (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.

Program-level coordinators report directly to the Director of the School of Education. The program coordinator for the Agriculture Specialist Instruction Credential reports directly to the [Dean of the College of Agriculture, Food, and Environmental Sciences](#) and serves as faculty on the Single Subject Committee in the School of Education (see [Appendix C](#)).

- (3) **Personnel Decisions.** To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all

personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Cal Poly does not discriminate in admission or access to, or treatment or employment in, its programs and activities, including intercollegiate athletics. Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and Federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, sexual orientation, color, gender identity, ethnicity, marital status, national origin, physical disability, age, mental disability, religious, medical condition, sex, and veteran status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended). See [Appendix D](#) or http://www.calpoly.edu/~acadprog/2009pubcat/rts_respons.pdf.

- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (5) **Practitioners' Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Cal Poly fully cooperates with the California Commission on Teacher Credentialing (CTC) to ensure all requests for program, unit, and institutional data are responded to in a timely manner. The Director of the SOE is Cal Poly's officer in charge of reporting and responding as thoroughly and promptly as possible to all inquiries and requests made by the CTC.

B. General Preconditions Established by the State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b)

School of Education faculty members, both those involved in the preparation of credential candidates and those who teach in graduate programs, are actively involved with P-12 schools located primarily throughout San Luis Obispo, southern Monterey, and northern Santa Barbara Counties. Faculty in the Single Subject-Agriculture and Agriculture Specialist programs are actively involved in secondary schools that offer Agriculture programs throughout California. Common faculty activities include supervision of pre-credentialed students, student teachers, and administrative candidates; facilitation of professional development opportunities for local and state-wide educators (e.g., [Learn-By-Doing Lab](#), and [STEMLITES](#), [California Agriculture Teachers Association Annual Conference](#)); grant and scholarly collaborations among faculty and P-12 educators; and participation in faculty, parent, and community organizations (e.g., [Teacher Quality Partnership Grant](#), [San Luis Obispo County P-16 Council](#), Central Coast Autism Spectrum Center). A summary of active faculty participation in public elementary or secondary schools and classrooms at least once every 3 academic years is presented in [Appendix E](#), and more detailed information of can be found in faculty vitae (available upon request). Additionally, the Director and Deans, through the [University's Retention, Promotion, and Tenure process](#), regularly collect information from full-time and part-time faculty about their participation in K-12 school activities.

- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44225 (n)

All applicants for Cal Poly's educator preparation programs must meet the [Basic Skills Requirement](#) (BSR), which offers several options. Applicants entering a teaching credential program are not required to meet the BSR until they apply for admission (STEP I/A) to a specific credential program. Candidates are not admitted to specific credential programs without evidence of meeting the BSR. If candidates need assistance and/or support with the BSR, they have at least three options: (1) a [CBEST test preparation workshop](#) sponsored jointly by the School of Education and Continuing Education, (2) [test preparation materials available on the CTC exams website](#), or (3) test preparations materials available at campus and local bookstores.

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to meet the Basic Skills Requirement prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

The School of Education offers only the [Preliminary Administrative Services Credential Internship Program](#). The BSR is met via the California Basic Education Skills Test

(CBEST) and is required of all applicants for this internship program. Applicants are not admitted to the program without evidence of successfully passing the examination.

- (10) **Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Reference: Education Code Section 44320(d)

All candidates in all educator preparation programs offered by the School of Education at Cal Poly are required to obtain a Certificate of Clearance ([Appendix F](#)) from the California Commission on Teacher Credentialing that verifies their personal identification before they are permitted to enter P-12 classrooms for any field experience (e.g., observation, student teaching, fieldwork responsibilities).

For Internship Programs: The Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.

The School of Education does not offer a teaching or counseling internship program.

C. Preconditions for Multiple and Single Subject Programs

The Multiple Subject and Single Subject programs are offered through the School of Education.

Candidates in the Multiple Subject Credential Program come mainly from a Blended (pre-2009 catalog) or Integrated (2009+ catalog) Bachelor of Science Liberal Studies major that is housed in the College of Science and Mathematics. The balance of Multiple Subject candidates enters the MSCP as post-baccalaureates. All Multiple Subject candidates complete the program as post-baccalaureates who are enrolled in the SOE.

Single Subject programs are housed in multiple colleges: Mathematics and Science (Biology, Chemistry, Physics) in the College of Science and Mathematics, English and Social Science in the College of Liberal Arts, and Single Subject-Agriculture and Agriculture Specialist in the College of Agriculture, Food, and Environmental Sciences.

Each program of professional preparation that leads to the issuance of Multiple or Single Subject Teaching Credentials shall adhere continually to the following requirements of California State law or Commission Policy.

- (1) **Limitation on Program Length.** The professional preparation coursework that all candidates are required to complete prior to or during a professional preparation program shall be equivalent to no more than one year of full-time study at the institution.

The limitation applies to postgraduate teacher preparation programs. The limitation does not apply to blended/integrated programs of subject matter preparation and professional preparation teaching internship programs. Reference: Education Code Section 44259 (a) and (b) (3).

Clarification of Program Precondition 1.

- 1.a **Professional Preparation Courses.** Program Precondition 1 applies only to “professional preparation” courses, which are defined to consist of three kinds of courses: (1) student teaching and other field experience courses in which candidates learn professional practices and teaching strategies under the direction and supervision of an experienced practitioner; (2) methods courses in which candidates study and practice ways of teaching classes and organizing curricula in elementary or secondary schools; and (3) courses in which candidates study concepts, information and/or principles that are presented as bases for effective school practices, and that are presented especially for candidates to learn as prospective teachers.

Note: The 2009-2011 Cal Poly Catalog descriptions for all EDUC courses are listed in [Appendix G](#).

Multiple Subject Program:

Candidates with a BS in Liberal Studies (Blended) complete much of the credential coursework as undergraduates and complete a second quarter of student teaching and the student teaching seminar as post-baccalaureate Education majors. LS Integrated candidates complete much of the credential coursework as undergraduates and require two quarters of student teaching and the student teaching seminars while enrolled as post-baccalaureate Education majors. Post-baccalaureate candidates typically complete their professional education coursework and student teaching within 3 or 4 quarters.

The study plan generally has MS candidates completing [EDUC 430](#) (Reading and Language Arts), [EDUC 435](#) (Elementary Math), and [EDUC 436](#) (Elementary Science) in the first quarter; [EDUC 431](#) (Elementary Social Science & Arts), [EDUC 434](#) or [EDUC 454](#) (Student Teaching I), and [EDUC 455](#) (Student Teaching I Seminar) in the second quarter;

and [EDUC 456](#) (Student Teaching II) and [EDUC 457](#) (Student Teaching II Seminar) in the third quarter. These courses embed fieldwork in local schools to observe, tutor students, and assist teachers in the routines of classroom activities; the course instructor supervises the candidates in the field. Student teachers are supervised by a cooperating teacher and a university supervisor during the placement.

Candidates wanting to earn the BCLAD/Spanish emphasis must complete, in addition to the MSCP coursework, the following program requirements: [EDUC 423](#) (Bilingual Literacy), [EDUC 433](#) (Foundations of Bilingual Education), [HUM 310](#) (Humanities in World Cultures: Mexico or Latin America), and the oral and written Bilingual Proficiency Exam (BPE) given by Cal Poly's Modern Languages & Literature Department.

All methods courses present the content with a multicultural perspective. All fieldwork complements the methods course where candidates study and practice ways of teaching classes and organizing curricula in elementary schools.

Single Subject Program:

Professional preparation courses for the Single Subject Credential Program are divided across 3 quarters. In Quarter 1, Single Subject candidates enroll in [EDUC 410](#), [EDUC 412](#), [EDUC 414](#), and a discipline-specific content area methods course ([MATH 424](#), [ENGL 424](#), [PSC 424](#), [HIST 424](#), [AGED 438](#)). Candidates are introduced to concepts, information, and principles of child/adolescent development, foundations of public schooling, and inclusive practices for special needs students and for English Language Learners. These courses also include strategies for effective teaching and learning, curriculum design, classroom management, technology, pedagogy, and the dispositions for becoming a highly qualified teacher. The EDUC prefix courses embed fieldwork in local schools to observe, tutor students, and assist teachers in the routines of classroom activities; the course instructor supervises the candidates in the field. This fieldwork complements the methods course where candidates study and practice ways of teaching classes and organizing curricula in secondary schools.

In Quarter 2, Single Subject candidates enroll in part-time student teaching ([EDUC 469](#)), a content area seminar, along with [EDUC 416](#) (Literacy, Language, and Culture in the Content Areas) and [EDUC 418](#) (Culturally Responsive Teaching in Diverse Classrooms). The part-time student teaching experience introduces candidates to the responsibilities of planning and instruction in their content area, under the supervision of a cooperating teacher and a university supervisor. The second quarter courses and student teaching focus on the practice of instruction and assessment that build on educational theories and practical strategies introduced in Quarter 1. Within the first and second quarters, candidates develop ongoing knowledge and skills for planning, instruction, assessment, reflection, and academic language. This experience prepares candidates to successfully complete the Performance Assessment for California Teachers (PACT) teaching event, which is a State-approved [Teaching Performance Assessment \(TPA\)](#).

In Quarter 3, Single Subject candidates enroll in full-time student teaching ([EDUC 479](#)) and a content area seminar. Full-time student teaching follows the day-to-day schedule of

the assigned cooperating teacher(s). In this assignment, the candidate is under the supervision of a cooperating teacher and a university supervisor. This experience provides the candidate with all the responsibilities of planning, instruction, and assessment to meet the needs of each and every student in the classroom. During student teaching, candidates are placed in a middle school and a high school setting to gain experience across secondary grade levels and with diverse student populations.

Student teaching for Single Subject-Agriculture candidates follows a different model.

Candidates are placed for a semester at a California public school sites that offer agriculture programs, often outside the local area, following the school's calendar.

Candidates enroll in [AGED 440](#) (student teaching) along with a monthly seminar ([AGED 441](#)) where candidates return to campus. Student teaching supervision is done by AGED department faculty and the cooperating teacher(s).

- 1.b Prerequisite Courses. Program Precondition 1 does not apply to prerequisite courses that meet *all* of the following conditions: (1) are necessary in order that a candidate may benefit from professional preparation; (2) do not fall within the definition of "professional preparation" shown above; and (3) are open to enrollment by all students (i.e., not limited to credential candidates). An institution must provide opportunities for candidates to establish equivalency to any prerequisite course.

Multiple Subject Program:

Admission to the university allows post-baccalaureate applicants the opportunity to register for and complete all prerequisite courses and requirements before applying for admission to the MSCP, via STEP I. Prerequisite courses include [EDUC 207](#) (Introduction to Learner's Development, Culture and Identity in Educational Settings), [EDUC 300](#) (Introduction to the Teaching Profession), [EDUC 310](#) (Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings), and a Linguistics course (ENGL 290, 390, or 391).

Once the above prerequisite courses have been completed or are in the process of being completed, Liberal Studies Blended and LS Integrated candidates typically apply for admission during their junior year to the MSCP and one quarter prior to taking any of the professional education "methods" courses through the STEP A application. STEP A applications are available on the [Forms & Documents](#) section of the SOE website (www.soe.calpoly.edu) and are due to the School of Education Student Information Center by Monday of the fourth week of the Fall, Winter, and Spring quarters for admission to the MSCP.

Single Subject Program:

For the Single Subject Credential Program, [EDUC 300](#) (Introduction to the Teaching Profession), [SCM 300](#), [AGED 330](#), or any other program coordinator/advisor-approved course equivalent is required prior to beginning the professional preparation courses.

- 1.c Individually Prescribed Courses. Program Precondition 1 does not apply to courses that are required of a candidate based on an individualized assessment of knowledge and skills required to meet the [Commission's Standards of Candidate Competence and Performance](#). These courses would be prescribed when a candidate is unable to meet the candidate performance standards by completing the regular professional preparation program.

Multiple Subject Program:

For the Multiple Subject Credential Program, candidates complete all applicable courses as professional preparation, prerequisite, or elective.

Single Subject Program:

For the Single Subject Credential Program, candidates complete all applicable courses as professional preparation, prerequisite, or elective.

- 1.d Elective Courses. Program Precondition 1 does not apply to courses that are elected by candidates and are not required by the college or university prior to student teaching or as part of the one year of professional preparation. Program Precondition 1 applies to courses that are selected by candidates from a required list of courses.

Multiple Subject Program:

For the Multiple Subject Credential Program, candidates are required to complete POLS 112 (American and California Government) or an approved course equivalent to fulfill the U.S. Constitution requirement. Candidates must also complete a health education requirement including CPR training (infant, child, and adult); courses that meet the health education requirement are KINE 250 or 443 or approved equivalent. In addition, candidates must show competence in preliminary educational technology by completing EDUC 480, AGED 410, MATH 300, or CSET-ED TECH (Preliminary Educational Technology), and MSCP candidates must complete EDUC 440 (Educating Individuals with Exceptional Needs) or an approved equivalent.

Single Subject Program:

For the Single Subject Credential Program, candidates are required to complete POLS 112 (American and California Government) or an approved course equivalent to fulfill the U.S. Constitution requirement. Candidates must also complete a health education requirement including CPR training (infant, child, and adult); courses that meet the health education requirement are KINE 250 or 443 or approved equivalent. In addition, candidates must show competence in preliminary educational technology by completing one of the following: EDUC 480, AGED 410, MATH 300, or CSET-ED TECH (Preliminary Educational Technology).

- (2) **Limitation on Student Teaching Prerequisites.** No college or university shall require candidates to complete more than the equivalent of nine semester units (13.5 quarter units) of professional preparation courses (as defined in Program Precondition 1) prior to allowing candidates to enroll in student teaching in elementary or secondary schools. This restriction may be increased to the equivalent of twelve semester units (18 quarter units) if the student teaching prerequisites include study of alternative methods of English language development as required by Program Precondition 3. Reference: Education Code Section 44320 (a).

Clarification of Program Precondition 2

Student Teaching is defined as experience in a classroom or school under the direction and supervision of an experienced practitioner to complete program requirements. Other terms sometimes used include field work, field experience, directed teaching, practice teaching, practicum, etc.

Multiple Subject Program:

Multiple Subject candidates must successfully complete three of the four required methods courses (EDUC 430, 431, 435, 436) prior to beginning student teaching (14-18 quarter units). English language development is embedded throughout candidates' professional preparation coursework.

Prior to student teaching, MS BCLAD candidates must complete the additional BCLAD requirements: EDUC 423, EDUC 433, HUM 310, and BPE. BCLAD candidates will complete one quarter of student teaching in a bilingual Spanish classroom.

By Monday of the fourth week of the quarter in which MSCP candidates are enrolled in the three courses, candidates must submit a STEP II/B application for student teaching. The MSCP coordinator notifies candidates of the STEP II/B requirement as part of the application process. The placement coordinator verifies candidates' progress prior to beginning student teaching.

Single Subject Program:

Single Subject candidates must successfully complete all Quarter 1 courses ([EDUC 410](#), [412](#), [414](#) and content specific 424 [ENGL 424, HSS 424, MTH 424, PSC 424]; 15-17 total quarter units) prior to student teaching. English language development is embedded throughout candidates' professional preparation coursework.

- (3) **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Section 44259 (b) and 44259.5.

Multiple Subject Program:

Cal Poly's School of Education currently offers a preliminary Multiple Subject Credential (SB 2042 Authorization), which prepares candidates to teach in culturally and linguistically diverse settings. All methods coursework (EDUC 430, 431, 435, 436) and at least one of the student teaching placements (EDUC 434/454 or 456) include opportunities to demonstrate knowledge of alternative methods of developing English language skills.

Single Subject Program:

Single Subject candidates must successfully complete all Quarter 1 courses ([EDUC 410](#), [412](#), [414](#) and content specific 424; 15-17 total quarter units) prior to student teaching. English language development is embedded throughout candidates' professional preparation coursework.

- (4) **Undergraduate Student Enrollment.** Undergraduate students of any campus of the California State University or the University of California shall be allowed to enroll in any professional preparation course, as defined in Interim Program Precondition 1. *Reference: Education Code Section 44320 (a).*

Clarification of Program Precondition 4

Program Precondition 4 does not mean that a public institution must make it possible for a candidate to complete all requirements for a baccalaureate degree and a preliminary credential in four years of full-time study or the equivalent.

Multiple Subject Program:

Cal Poly undergraduates who have completed all prerequisites and requirements (STEP I) may enroll in Multiple Subject professional preparation courses with the consent of instructor.

Single Subject Program:

Cal Poly undergraduates who have completed all prerequisites may enroll in Single Subject professional preparation courses with the consent of instructor. However, the SSCP is designed as a post-baccalaureate program.

- (5) **Program Admission.** The sponsor of a multiple or single subject teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed a Commission approved appropriate subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

Multiple Subject Program:

As part of the STEP I/A application, MSCP candidates must provide evidence of fulfilling the subject matter requirement by passing the CSET-Multiple Subject. This evidence is then verified by the program advisor and validated by credential analysts. Admission may be permitted by the MSCP Coordinator to candidates who provide evidence of having attempted the CSET-Multiple Subject and provide evidence of registration for the next scheduled exam.

Single Subject Program:

Upon application to Cal Poly (CSUmentor), Single Subject candidates are informed by the program advisor of the subject matter requirements to be admitted to the SSCP through the STEP I application process. As part of the STEP I application, candidates must provide evidence of fulfilling the subject matter requirement, either by passing the appropriate subject matter exam (CSET) or by completing a Commission-approved subject matter program. This evidence is then verified by the program advisor and validated by credential analysts. Admission may be permitted by the SSCP coordinator to candidates who provide evidence of continuous progress toward meeting the subject matter requirement.

- (6) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching. *Reference: Education Code Sections 44259 (b) (5).*
- For Multiple Subject programs (traditional and/or blended/integrated), the candidate provides evidence of having passed the appropriate subject matter examination(s).

Multiple Subject Program:

As part of STEP I/A (application to MSCP), Multiple Subject candidates provide evidence of having passed the CSET-Multiple Subject. Any candidate who did not pass the CSET-Multiple Subject as part of STEP I/A must provide evidence of passing this exam as part of STEP II/B (application for student teaching). All candidates must have met the subject matter requirement before beginning any student teaching assignment.

- For Single Subject programs (traditional), the candidate provides evidence of having passed the appropriate subject matter examination(s) or having completed the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

Single Subject Program:

As part of STEP I (application to SSCP), Single Subject candidates provide evidence of having passed the appropriate subject matter examination(s) or having completed a Commission-approved subject matter program. Any candidate who did not complete the subject matter requirement at STEP I, must provide evidence of completing this requirement as part of [STEP II](#) (application for student teaching). All candidates must have met the subject matter requirement before beginning any student teaching assignment.

- For Single Subject blended/integrated programs, the candidate provides evidence of having passed the appropriate subject matter examination(s), or having completed at least four-fifths (4/5) of the appropriate Commission-approved subject matter preparation program, or a course of study deemed equivalent by the program sponsor.

Single Subject Program:

Cal Poly does not have a Single Subject blended/integrated program.

- (7) **Completion of Requirements.** A college or university that operates a program for the Multiple or Single Subject Credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44259 (b) and 44283 (b) (8).
- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
 - Passage of the California Basic Education Skills Test (CBEST)
 - Completion of an accredited professional preparation program
 - Completion of the subject matter requirement
 - Demonstration of knowledge of the principles and provisions of the Constitution of the United States
 - Passage of the Teaching Performance Assessment
 - Passage of the Reading Instruction Competence Assessment (RICA) (for Multiple Subject candidates).

Multiple Subject Program:

As part of the STEP I application process, the credential analyst evaluates each Multiple Subject candidate for all requirements necessary for recommendation for the Multiple Subject credential. This initial evaluation includes, but is not limited to, the following:

- Basic skills requirement
- GPA 2.75 in last 90 quarter units or 2.67 overall
- Possession of a baccalaureate or higher degree
- Subject matter requirement
- Early field experience met
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)
- Health education/CPR
- Special Populations
- Computer Education
- Teaching Performance Assessment (PACT Tasks and Teaching Event)

BCLAD candidates must also complete the additional BCLAD requirements: EDUC 423, EDUC 433, HUM 310, and BPE.

All candidates must maintain a 3.0 overall GPA in professional Education classes throughout the program.

After final evaluation by the credential analyst and with the recommendation of the MSCP Committee (coordinator and program faculty), Multiple Subject candidates who have successfully completed all professional preparation program coursework and requirements are eligible to apply for a recommendation for a Preliminary Multiple Subject credential.

Single Subject Program:

As part of the STEP I application process, the credential analyst evaluates each Single Subject candidate for all requirements necessary for recommendation for the Single Subject credential. This initial evaluation includes, but is not limited to, the following:

- Basic skills requirement (CBEST)
- GPA 2.75 in last 90 quarter units or 2.67 overall
- Possession of a baccalaureate or higher degree
- Subject matter requirement
- Early field experience met
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)
- Health education/CPR
- Computer Education
- Teaching Performance Assessment (PACT Teaching Event)

After final evaluation by the credential analyst and with the recommendation of the SSCP Committee (coordinator and program advisors), Single Subject candidates who have successfully completed all professional preparation program coursework and requirements are eligible to apply for a recommendation for a Preliminary Single Subject credential.

D. Preconditions for Internship Programs

The School of Education does not offer internship programs in Multiple Subject, Single Subject, or Education Specialist.

E. Preconditions for General Education Induction

The School of Education does not offer a general education induction program within the Multiple Subject and Single Subject credential programs.

F. Additional Preconditions for All Added Authorization Programs

The School of Education does not currently offer added authorization programs, including Early Childhood Special Education and Adapted Physical Education.

G. Preconditions for Clear Education Specialist Credential Programs

The School of Education does not currently offer a Clear Education Specialist program.

H. Preconditions for Other Related Services Credential

The School of Education does not offer other related services credentials, including Preliminary or Clear Speech-Language Pathology Services or the Clinical or Rehabilitative Services: Audiology Preparation programs.

I. Preconditions for Pupil Personnel Services Programs

The School of Education does not currently offer a Pupil Personnel Services program; the PPS (Counseling) was put on inactive status in Fall 2009.

J. Preconditions for California Teachers of English Learners (CTEL) Programs for CLAD Certification

The School of Education does not currently offer a CTEL program.

K. Preconditions for Library Media Teacher and School Nurse Programs

The School of Education does not offer a Library Media Teacher or School Nurse Services program.

L. Preconditions for the Designated Subjects Adult Education or Career Technical Education Teaching Credentials

The School of Education does not offer Designated Subjects Adult Education or Career Technical Education teaching credential programs.

M. Preconditions for Education Specialist Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Education Specialist Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

In addition to the Commission's 10 General Preconditions, each program of professional preparation that leads to the issuance of an Education Specialist Teaching Credential shall adhere continually to the following requirements of California State law or Commission Policy.

- (11) **English Language Skills.** In each program of professional preparation, the college or university requires candidates to demonstrate knowledge of alternative methods of developing English language skills, including reading, among all pupils, including those for whom English is a second language, in accordance with the Commission's standards. Reference: Education Code Sections 44227, 44253.1, and 44283.

All Preliminary Education Specialist candidates are required to demonstrate alternative methods of developing English language skills within all special education methods courses, complete [EDUC 588](#) (Education Culture and Learning), [EDUC 430](#) (Teaching Reading and Language Arts with a Multicultural Perspective), and successfully complete the [Reading Instructional Competence Assessment \(RICA\)](#). This test is required for candidates for issuance of the Preliminary Education Specialist Credential, however it is not for those candidates who hold a valid California Multiple Subject or Single Subject credential.

- (12) **Program Admission.** The sponsor of an education specialist teacher preparation program assesses each candidate's standing in relation to required subject matter preparation during the admissions process. The program admits only those candidates who meet one of the following criteria. *Reference: Education Code Sections 44227 (a).*
- The candidate provides evidence of having passed the appropriate subject matter examination(s).
 - The candidate provides evidence of having attempted the appropriate subject matter examinations(s).
 - The candidate provides evidence of registration for the next scheduled examination.
 - The candidate provides evidence of having completed an appropriate Commission approved subject matter preparation program.
 - The candidate provides evidence of continuous progress toward meeting the subject matter requirement.
 - The candidate provides evidence of enrollment in an organized subject matter examination preparation program.

The Preliminary Education Specialist credential program maintains a rigorous and challenging program that allows completion of the credential or completion of a master's degree and the credential.

Upon application to Cal Poly via CSUMENTOR.edu, Education Specialist candidates are informed by the program coordinator of the subject matter requirements to be admitted to the Education Specialist Program. Candidates must provide evidence of fulfilling the subject matter requirement by one of the following: Hold a valid California Multiple or Single Subject teaching credential or show evidence of passage of the California Subject Examination for Teachers (CSET)-Multiple Subject. Candidates must provide evidence of having met the subject matter requirement at STEP I in the first quarter of enrollment in the Preliminary Education Specialist Credential program.

- (13) **Subject Matter Proficiency.** The approved teacher preparation program sponsor determines that each candidate meets the subject matter requirement prior to student teaching, or, for intern candidates, before

being given daily whole class instructional responsibilities in a K-12 school or before becoming the teacher of record in a K-12 school. Reference: Education Code Section 44227.

- Education Specialists must meet the demonstration of subject matter requirements of a Highly Qualified Teacher according to federal Public Law 108-446 Sections 1401 and 1412 and California Code of Regulations Section 6111.
 - a. For those assigned to a setting that is designated as teaching an elementary curriculum per NCLB/IDEA, subject matter competence shall be accomplished by passing the examination approved by the Commission on Teacher Credentialing for Multiple Subject Teaching Credentials (currently the California Subject Examination for Teachers: Multiple Subjects.)
 - b. For those assigned to teach in a setting designated as teaching a middle or high school curriculum per NCLB/IDEA, subject matter competence may be achieved by demonstration of subject matter competence in art, English, mathematics including foundational-level mathematics, music, social science, or science including foundational-level general science and specialized science. Competence may be achieved by: 1) successful passage of the authorized state exam in a single subject listed above authorized by the Commission on Teacher Credentialing (currently California Subject Examination for Teachers: Single Subject) or 2) completion of a Commission approved Single Subject Matter program or the equivalent.
 - c. Those Education Specialists assigned to teach students whose curriculum is based on alternative achievement standards (i.e. alternatives to the California high school exit exam) may demonstrate subject matter competence through the same method as elementary teachers in (a) above.

Precondition #13 does not apply to Early Childhood Special Education Credential programs.

Prior to student teaching, Cal Poly's Preliminary Education Specialist candidates must submit evidence of holding a valid California Teaching Credential or having passed the CSET Multiple Subject.

- (14) Completion of Requirements.** A college or university or school district that operates a program for the Education Specialist teaching credential shall determine, prior to recommending a candidate for the credential, that the candidate meets all legal requirements for the credential, including but not limited to: Reference: Education Code Sections 44225(a), 44227,) and 44283.2(a).
- Possession of a baccalaureate or higher degree other than in professional education from a regionally accredited institution
 - Satisfaction of the Basic Skills Requirement
 - Completion of an accredited professional preparation program
 - Completion of the subject matter requirement
 - Demonstration of knowledge of the principles and provisions of the Constitution of the United States
 - Passage of the Reading Instruction Competence Assessment (RICA) [Passage of the RICA examination does not apply to Early Childhood Special Education Credential candidates Section 44283.2(b).]

During Quarter 1 and as part of the STEP I application process, the credential analyst evaluates each Education Specialist candidate for all requirements necessary for recommendation for the Preliminary Education Specialist credential. This initial evaluation includes, but is not limited to, the following:

- Basic skills requirement
- GPA 3.0 in last 90 quarter units
- Possession of a baccalaureate or higher degree from a regionally accredited institution
- Subject matter requirement
- U.S. Constitution requirement
- Speaking and writing English requirement
- Certificate of Clearance Issuance
- Health clearance (TB/Rubella)

- Reading Instruction Competence Assessment (RICA)
- CSU Exit Survey

During the last quarter and after final evaluation by the credential analyst and review of the Education Specialist Mild Moderate Credential Study Plan by the program coordinator, Education Specialist candidates who have successfully completed all professional preparation program coursework and requirements are eligible to apply for a recommendation for a Preliminary Education Specialist credential. Required coursework includes: [EDUC 449](#) Student Teaching, [EDUC 451](#) Student Teaching Seminar, [EDUC 532](#) Advanced Field Experience in Education, [EDUC 544](#) Adv Collaboration and Consultation for Teachers of Pupils with Special Needs, [EDUC 545](#) Characteristic and Instruction of Peoples with Mild/Moderate Disabilities, [EDUC 550](#) Assessment Strategies for Special Education, [EDUC 552](#) Transition and Family Support, [EDUC 554](#) Behavior Disorders and Behavior Support, [EDUC 586](#) Introduction to Inquiry in Education, [EDUC 587](#) Education Foundations and Current Issues, [EDUC 588](#) Education, Culture and Learning , [EDUC 589](#) Educational Research Methods, and [EDUC 590](#) Research Applications in Education.

N. Preconditions for Administrative Services Programs

The following Preconditions apply to all institutions applying to the Commission for approval to offer Administrative Services Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

Each program of professional preparation that leads to the issuance of a Preliminary Administrative Services Credential shall adhere continually to the following requirements of California State laws.

(11) Prerequisite Degree and Credential.

An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate possesses a baccalaureate degree and a valid teaching credential; or a services credential with a specialization in pupil personnel services, library services, health services, or clinical rehabilitative services; or a designated subjects credential and a baccalaureate degree. Statutory basis: Education Code Section 44270(a)(1).

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall require each candidate who is admitted into an Internship Program to possess the appropriate prerequisite credential prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(1).

The School of Education [coordinator](#) of the [Educational Leadership and Administration Program](#) (hereafter referred to as the “ELAP”) verifies the validity of the applicant’s baccalaureate degree and teaching/service credential prior to admitting an applicant to the Preliminary Administrative Services Credential program or the Administrative Services Internship Program (see [Application Instructions](#) on the SOE website).

(12) Experience Requirement.

An entity that operates a program for the Preliminary Administrative Services Credential shall determine, prior to recommending a candidate for the credential, that the candidate has verified experience of a minimum of three years of successful, full-time classroom teaching in public or private schools; or three years of experience appropriate to the services credentials listed in (11) above; or three years of experience with a designated subjects credential. Statutory basis: Education Code Section 44270(a)(2).

For Internship Programs: An entity that operates a program of preparation for the Preliminary Administrative Services Credential with an Internship shall determine that each candidate who is admitted into an Internship Program has verified experience of a minimum of three years of successful full-time teaching or services as described above prior to assuming internship administrative responsibilities. Statutory basis: Education Code Section 44270(a)(2).

The ELAP coordinator notifies candidates of this requirement as part of the application process and verifies experience prior to admitting candidates to the program (see [Application Instructions](#) on the SOE website). The credential analyst verifies a minimum of 3 years of successful full-time teaching or service experience prior to recommending a candidate for the Preliminary/Internship Administrative Services Credential.

The following Preconditions apply to all institutions applying to the Commission for approval to offer Internship Programs. Institutions must respond to the 10 General Preconditions as well as these additional preconditions.

Preconditions for Internship Programs

For initial and continuing accreditation by the Committee on Accreditation, participating districts and universities must adhere to the following requirements of state law:

(11) Bachelor's Degree Requirement.

Candidates admitted to internship programs must hold baccalaureate degrees or higher from a regionally accredited institution of higher education. Reference: Education Code Sections 44325, 44326, 44453.

This requirement is clearly stated in the [Application Instructions](#). The instructions state the requirements and necessary documentation for admission to the Administrative Internship Program.

Applicants submit copies of transcripts of university coursework from a regionally accredited institution verifying the attainment of a bachelor's degree along with other post-baccalaureate work. That evidence is reviewed by Cal Poly's [Office of Admissions and Records](#) (OAR) and the ELAP coordinator. Applicants are required to have earned a 3.0 GPA (on a 4.0 scale) during the last 90 quarter units of coursework, which is verified during the application process by the OAR (see [Application Instructions](#)). The candidate must apply for an Administrative Services Internship Credential prior to beginning any service as an administrator in this program.

(12) Subject Matter Requirement.

Not applicable.

(13) Pre-Service Requirement.

Not applicable.

(14) Professional Development Plan.

Not applicable.

(15) Supervision of Interns.

(a) In all internship programs, the participating institutions shall provide supervision of all interns.

(b) University Intern Programs only: No intern's salary may be reduced by more than 1/8 of its total to pay for supervision, and the salary of the intern shall not be less than the minimum base salary paid to a regularly certificated person. If the intern salary is reduced, no more than eight interns may be advised by one district support person. Reference: Education Code Section 44462. Institutions will describe the procedures used in assigning supervisors and, where applicable, the system used to pay for supervision.

The procedure for assignment of university field supervision of interns is to designate a faculty member within the ELAP who has primary responsibility for ensuring interns receive consistent intern field supervision. The faculty member may share this responsibility with a part-time university supervisor of interns.

Local educational agency (LEA) supervision and mentoring of interns are provided by a LEA administrator who has direct supervisory responsibility for the intern. The district supervisor must hold a valid California Administrative Services Credential. Costs are absorbed by the district for supervision and mentoring.

If a candidate is selected by a district to become an intern, that candidate must register for 6 units of administrative intern field supervision at Cal Poly ([EDUC 518](#)) during each quarter of enrollment in the Administrative Internship Program when appropriate. A contract for administrative intern field supervision is a signed agreement among the candidate, university, and district (see information in the [ELAP Handbook](#)), and is required to be filed

with the SOE via the ELAP coordinator, and a copy to the credential analyst, before an administrative intern is placed at a school site.

(16) Assignment and Authorization.

To receive approval, the participating institution authorizes the candidates in an internship program to assume the functions that are authorized by the regular standard credential. (Reference: Education Code Section 44454.) The institution stipulates that the interns' services meet the instructional or service needs of the participating district(s). (Reference: Education Code Section 44458.)

Applicants are considered for admission to the Administrative Internship Program only if they: (1) are employed in an administrative position that requires 50 percent or more of the applicant's full-time contract in a public school district or a county office of education, (2) are nominated by their employing district or county office, (3) have met all criteria for admission to the Administrative Internship Program, and (4) have a letter from their district or county office verifying that the position the intern will assume meets the requirements of the Preliminary Administrative Services Credential. Taking on the position and its duties demonstrates a need for the service within the school district or county office of education. A contract with these stipulations is signed by the district or county superintendent (see [ELAP Handbook](#)).

(17) Participating Districts.

Participating districts are public school districts or county office of education. Submissions for approval must identify the specific districts involved and the specific credential involved. (Reference: Education Code Section 44321 and 44452.)

The region that is served by the Administrative Internship Program (i.e., Preliminary Administrative Services Credential candidates) includes districts and county offices in San Luis Obispo, Monterey, and Santa Barbara counties, as noted below; see Figure 1 for San Luis Obispo County.

District

Credential/Program

Santa Barbara County

Santa Barbara County Office of Ed
Ballard School District
Buellton Union
Casmalia
College
Guadalupe Union
Lompoc Unified
Los Olivos
Orcutt Union
Santa Maria-Bonita
Santa Maria Joint Union HS
Santa Ynez Valley Union HS
Solvang

PASC/Administrative Internship
PASC
PASC
PASC/Administrative Internship
PASC
PASC/Administrative Internship
PASC/Administrative Internship
PASC
PASC/Administrative Internship
PASC/Administrative Internship
PASC/Administrative Internship
PASC/Administrative Internship
PASC

Monterey County

Bradley Union
King City Union
San Ardo Union
San Lucas Union

PASC
PASC/Administrative Internship
PASC/Administrative Internship
PASC/Administrative Internship

San Luis Obispo County

SLO County Office of Education

Atascadero Unified

Cayucos Elementary

Coast Union

Lucia Mar Unified

Paso Robles Unified

Pleasant Valley Joint Unified

San Luis Coastal Unified

San Miguel Joint Unified

Shandon Joint Unified

Templeton Unified

PASC/Administrative Internship

PASC/Administrative Internship

PASC/Administrative Internship

PASC/Administrative Internship

PASC/Administrative Internship

PASC/Administrative Internship

PASC

PASC/Administrative Internship

PASC

PASC

PASC/Administrative Internship



Figure 1. Map of school districts in San Luis Obispo County that accept administrative interns.

- (18) **Early Program Completion Option.**
Not applicable.

- (19) **Length of Validity of the Intern Certificate.**
Not applicable.

- (20) **Non-Displacement of Certificated Employees.** The institution and participating districts must certify that interns do not displace certificated employees in participating districts.

The Administrative Internship Program does not solicit applicants. Applicants to the internship program are considered for admission only upon recommendation by their district superintendent or county superintendent of schools. Candidates admitted to the program are not permitted to displace a certificated employee in an administrative position.

- (21) **Justification of Internship Program.**

Where an institution submits a program for initial and continuing accreditation, it must explain why the internship is being implemented. Programs that are developed to meet employment shortages must include a statement from the participating district(s) about the availability of qualified certificated persons holding the credential. The exclusive representative of certificated employees in the credential area (when applicable) is encouraged to submit a written statement to the Committee on Accreditation agreeing or disagreeing with the justification that is submitted.

The Administrative Internship Program was not developed to meet employment shortages in districts served by the ELAP. Rather, it was implemented to provide opportunity for districts to recommend candidates for internship positions on an as-needed basis.

Consequently, the number of administrative interns participating in the program has ranged from a low of zero to a high of four per year over the last 10 years. Only one student was enrolled in the Administrative Internship Program during the 2005-2006 academic year; none have been enrolled since.

Despite low enrollments, the Administrative Internship Program serves a need within the university's service area. It is sometimes difficult for school districts to fill administrative positions because of geographic isolation and high cost-of-living demands. Consequently, many districts fill positions by recruiting from within. The Administrative Internship Program provides a vehicle through which districts can identify, recruit, and employ talented administrators-in-training while these candidates pursue the Preliminary Administrative Services Credential at Cal Poly. This arrangement enhances and strengthens collaborative partnerships among Cal Poly and local K-12 school districts.

- (22) **Bilingual Language Proficiency.**
Not currently applicable.

O. Preconditions for Agriculture Specialist Programs

The Single Subject Credential Program is offered through the School of Education. The Single Subject-Agriculture and Agriculture Specialist programs are housed in the College of Agriculture, Food, and Environmental Sciences.

There are no preconditions specifically for Agriculture Specialist Programs. However, programs must address the 10 General Institutional Preconditions.

(1) Accreditation and Academic Credit.

To be granted continuing accreditation by the Committee on Accreditation, the program must be proposed and operated by an institution that (a) is fully accredited by the Western Association of Schools and Colleges or another of the six regional accrediting associations, and (b) grants baccalaureate academic credit or post baccalaureate academic credit, or both.

The School of Education is applying to the California Commission on Teacher Credentialing for continuing accreditation for its professional educator preparation programs operated by California Polytechnic State University San Luis Obispo. Cal Poly SLO is fully accredited by the Western Association of Schools and Colleges (WASC). Cal Poly has completed the WASC Capacity and Preparatory Review (CPR) and received notification in June 2010 that we can proceed to the Educational Effectiveness Review (EER) (see [Appendix B](#)). The university is in the process of preparing for the EER visit, which is schedule for Spring 2012.

(2) Responsibility and Authority. To be granted continuing accreditation by the Committee on Accreditation, the institution or sponsoring agency shall provide the following information:

- (a) Identify the position within the entity's organizational structure that is responsible for the ongoing oversight of all credential preparation programs offered by the entity (including credential programs offered by the extension division, if any).

The [Director of the School of Education](#) is responsible for ongoing oversight of all educator preparations programs offered at Cal Poly. The Director reports to the [Dean of the College of Science and Mathematics](#), the academic unit that houses the School of Education. Both the Director and the Dean report to the Provost and President of the university. An organizational chart of the School of Education and its association with the larger University is included in [Appendix C](#).

The Agriculture Specialist program is administered by the Chair of the Agriculture Education and Communications Department within the College of Agriculture, Food, and Environmental Sciences. The Chair is a member of the Single Subject Credential Program Committee and sits on the Single Subject Advisory Council.

- (b) Provide a description of the reporting relationship between the position described in (a) and the managers who coordinate each credential program offered by the entity. If a reporting relationship is indirect, describe levels of authority and responsibility for each credential program.

The program coordinator for the Agriculture Specialist Instruction Credential reports directly to the [Dean of the College of Agriculture, Food, and Environmental Sciences](#)

and serves as faculty on the Single Subject Committee in the School of Education (see [Appendix C](#)).

- (3) **Personnel Decisions.** To be granted continuing accreditation by the Committee on Accreditation, a program of professional preparation must be proposed and operated by an institution that makes all personnel decisions without considering differences due to gender or other constitutionally or legally prohibited considerations. These decisions include decisions regarding the admission, retention or graduation of students, and decisions regarding the employment, retention or promotion of employees.

Cal Poly does not discriminate in admission or access to, or treatment or employment in, its programs and activities, including intercollegiate athletics. Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of: race, sexual orientation, color, gender identity, ethnicity, marital status, national origin, physical disability, age, mental disability, religious, medical condition, sex, and veteran status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended). See [Appendix D](#) or http://www.calpoly.edu/~acadprog/2009pubcat/rts_respons.pdf.

- (4) **Demonstration of Need.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include a demonstration of need for the program in the region in which it will be operated. Such a demonstration must include, but need not be limited to, assurance by a sample of school administrators that one or more school districts will, during the foreseeable future, hire or assign additional personnel to serve in the credential category.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (5) **Practitioners' Participation in Program Design.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must include verification that practitioners in the credential category have participated actively in the design and development of the program's philosophical orientation, educational goals, and content emphases.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (6) **Commission Assurances.** To be granted initial accreditation by the Committee on Accreditation as a program of professional preparation, the program proposal must (a) demonstrate that the program will fulfill all applicable standards of program quality and effectiveness that have been adopted by the Commission; and (b) include assurances that (b1) the entity will cooperate in an evaluation of the program by an external team or a monitoring of the program by a Commission staff member within the four years of the initial enrollment of candidates in the program, and (b2) that the program sponsor will respond to all requests for data regarding program enrollments and completions within the time limits specified by the Commission.

Not applicable. Cal Poly is applying for continuing accreditation of its programs.

- (7) **Requests for Data.** To be granted continuing accreditation by the Committee on Accreditation as a program of professional preparation, the entity must respond to all requests of the Commission for data regarding program enrollments and completions within the time limits specified by the Commission.

Cal Poly fully cooperates with the California Commission on Teacher Credentialing to ensure all requests for program, unit, and institutional data are responded to in a timely manner. The Chair of the Agriculture Education and Communications Department, in

cooperation with the Director of the SOE, is in charge of reporting and responding to all inquiries and requests made by the CTC.

General Preconditions Established by the State Law

- (8) **Faculty Participation.** Each postsecondary faculty member who regularly teaches one or more courses relating to instructional methods in a college or university program of professional preparation for teaching credentials, including Specialist Credentials, or one or more courses in administrative methods in an Administrative Services Credential program, shall actively participate in public elementary or secondary schools and classrooms at least once every three academic years. Reference: Education Code Section 44227.5 (a) and (b)

Pursuant to Education Code 44227.5 (d) “The commission shall exempt from this requirement faculty members whose primary assignments are in departments or schools other than education.” Although Agriculture Specialist faculty are exempt, their practice is to stay continuously involved in public schools, such as supervising student teachers, conducting career development events for high school students throughout the year, and hosting the annual California Agriculture Teachers Association fall conference.

- (9) **California Basic Educational Skills Test.** In each program of professional preparation, applicants for program admission shall be required to take the California Basic Educational Skills Test (CBEST). The institution shall use the test results to ensure that, upon admission, each candidate receives appropriate academic assistance necessary to pass the examination. Reference: Education Code Sections 44252 (f) and 44225 (n)

Candidates in the Agriculture Specialist program must hold a valid Single Subject-Agriculture credential, which requires that the [Basic Skills Requirement](#) (BSR) has been met.

For Internship Programs: In each internship program of professional preparation candidates who are admitted shall be required to meet the Basic Skills Requirement prior to assuming intern administrative responsibilities. Reference: Education Code Section 44252(b).

Not applicable.

- (10) **Certificate of Clearance.** An entity that operates a program of professional preparation shall not allow a candidate to assume daily student teaching responsibilities or participate in field experience until a candidate obtains a Certificate of Clearance from the Commission which verifies the candidate's personal identification. Reference: Education Code Section 44320(d)

All candidates in all educator preparation programs offered by the School of Education at Cal Poly are required to obtain a Certificate of Clearance ([Appendix F](#)) from the [California Commission on Teacher Credentialing](#) that verifies their personal identification before they are permitted to enter P-12 classrooms for any field experience (e.g., observation, student teaching, fieldwork responsibilities).

For Internship Programs: The Certificate of Clearance must be obtained prior to assuming intern teaching responsibilities, intern counseling or psychologist responsibilities.


Not applicable.

III. MATRIX OF APPROVED PROGRAMS OFFERED BY CAL POLY-SAN LUIS OBISPO

Credential Program	Delivery Model	Location	Current Enrollment Fall 2010	Completers 2009-10
Multiple Subject Credential – Preliminary Multiple Subject Teaching Credential with an option to include a Bilingual, Cross-cultural, Language, and Academic Development (BCLAD) Spanish (Appendix H & I)	Traditional	Main Campus	160	102
Single Subject Credential – Preliminary Single Subject Teaching Credential: Agriculture, Biology, Chemistry, English, Mathematics, Physics, and Social Sciences (Appendix H)	Traditional	Main Campus	79	74
Education Specialist Credential – Preliminary Mild/Moderate Disabilities Credential (Appendix Ja , Jb, Jc)	Traditional	Main Campus	20	18
Administrative Services Credential – Preliminary Administrative Services Credential with an option to earn the credential as an Administrative Services Credential Intern (Appendix K)	Traditional	Main Campus	19	16
Agriculture Specialist Credential – Clear Agriculture Specialist Instruction Credential (offered through the CAFES) (Appendix L)	Traditional	Main Campus	19	19

SECTION IV. APPENDICES

APPENDIX A. CTC-APPROVED CREDENTIAL PROGRAMS AT CAL POLY




**COMMISSION ON
TEACHER CREDENTIALING**
Ensuring Educator Excellence

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- San Luis Obispo -
(CSU System)

Subject Matter Programs Approved Under the Current Commission's Standards

English	Mathematics	Science	Social Science	Multiple Subjects *	Art	Languages other than English	Physical Education	Music	Agriculture	Business	Health Science	Home Economics	Industrial and Technology Education
Available ²	Available	Biology ⁶ Chemistry ⁶ Physics ⁶	Available ²	Available ⁵			Available ⁷		Available ⁸				

* Preparation Program for Elementary Teachers

Note 1: Both the new and the old subject matter program are available. The old program had to be completed by December 1, 2007.

Note 2: Both the new and the old subject matter program are available. The old program had to be completed by July 1, 2009.

Note 3: Both the new and the old subject matter program are available. The old program must be completed by July 1, 2010.

Note 4: Both the new and the old subject matter program are available. The old program must be completed by July 1, 2012.

Note 5: Only the old Multiple Subject matter program was available and had to be completed by December 1, 2007.

Note 6: Only the old subject matter program was available and had to be completed by July 1, 2009.

Note 7: Only the old subject matter program is available and must be completed by July 1, 2010.

Note 8: Only the old subject matter program is available and must be completed by July 1, 2012.

APPENDIX B. WASC ACCREDITATION LETTER



WESTERN ASSOCIATION OF SCHOOLS & COLLEGES
ACCREDITING COMMISSION FOR SENIOR COLLEGES & UNIVERSITIES



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Mount Saint Mary's College

Carmen Sigler
San Jose State University

Larry Vanderhoeft
University of California, Davis

Michael Whyte
Azusa Pacific University

Paul Zingg
California State University, Chico

PRESIDENT AND EXECUTIVE DIRECTOR
Ralph A. Wolff

June 24, 2010

Warren J. Baker
President
California Polytechnic State University, San Luis Obispo
San Luis Obispo, CA 93407-0006

Dear President Baker:

At its meeting on June 16-18, 2010, the Commission considered the report of the Capacity and Preparatory Review (CPR) team that conducted the visit to California Polytechnic State University, San Luis Obispo (CPSUSLO) on February 10-12, 2010. The Commission also reviewed the Capacity and Preparatory report submitted by CPSUSLO prior to the visit. The Commission appreciated the opportunity to discuss the visit with you, David Conn, Erling Smith, and Rachel Henry. Your observations were very helpful.

CPSUSLO's institutional proposal outlined an overarching theme of the institution's polytechnic identity, with three foci for the Capacity and Preparatory Review: learning by doing, the teacher scholar model, and integration and student learning.

The Commission commended CPSUSLO for its continued international reputation for excellence in such applied fields as agriculture, architecture, and engineering. It also noted the positive way in which the University has addressed the current financial challenges through strong fundraising efforts and by procuring significant external research grants. The learning-by-doing philosophy that has been a central part of the institution's pedagogy from its founding continues to provide a foundation for almost everything undertaken on campus. Since the last WASC visit in 2000, university-wide learning outcomes have been developed, all academic programs have student learning outcomes, and there is a growing commitment to making student learning a top priority. The newly founded inclusive excellence initiative has promise for finding solutions to longstanding challenges of bringing greater student and faculty diversity to campus. While Commission practice avoids commending individuals by name, an exception is made in acknowledging the outstanding and unprecedented 30-year leadership you have provided as president of CPSUSLO. You have helped create an institution renowned for its academic excellence and for the reputation of its faculty and graduates.

The Commission is aware that there will be a transition between the completion of your tenure and the appointment of a permanent president. Much of the team's CPR report revolved around the assumption that a new president would be in place during the period between the CPR and EER, so the campus will need to take this into consideration as the Commission's and team's recommendations are implemented.

That noted, the Commission endorsed the findings, commendations, and major recommendations of the CPR team, and wished to emphasize the following areas for continued attention and development:

Polytechnic Identity. As noted above, CPSUSLO chose "Our Polytechnic Identity" as the overarching theme for the WASC review. In trying to define the kind of institution they would like to become, study groups on campus envisioned a *comprehensive polytechnic*

university. All of the institutions identified by CPSUSLO as those to be emulated, however, are research institutions, which poses a problem that impacts not only strategic planning and budget issues, but campus morale. The California Master Plan designates the California State University (CSU) system as focused on undergraduate education, with a few graduate degrees. This leaves CPSUSLO somewhere between these two models, as a state polytechnic university within CSU. Among faculty groups studying CPSUSLO's identity, the WASC team found a sense of powerlessness to do anything about this dilemma. As they discovered,

... members of the working group responsible for this theme expressed considerable doubt as to the institution's ability to meet the identified challenges [of their identity]... As such, members of this working group...stated emphatically that its institutional aspirations were dependent on the quality of the next University leaders... [T]his working group lacked the sense of empowerment and self-efficacy needed to move their agenda forward...

The team found that some of this feeling was "associated with the members' lack of clarity about the role faculty governance plays in institutional strategic planning." The Commission urges the new leaders of CPSUSLO to identify more clearly the aspirational goals of the institution, and the role of faculty in helping to shape possible changes in the institution's identity. Because of the consequences for future planning, a clearer identity for CPSUSLO needs to be in place by the time of the EER, either affirming the current identity or establishing new directions. (CFRs 1.1, 3.8, 3.11, 4.1, 4.6)

Identification of Leadership Structures. The Commission supported the team's finding that several areas could benefit from more clearly defined leadership structures. Because of your impending departure, followed by the departure of the provost in another year or two, the Commission urges that faculty leadership within the overall governance structure of CPSUSLO be better defined and empowered to take on leadership roles in a number of areas during this transition period and into the future, as a new president is hired. For example, defined leadership of educational assessment throughout the university is needed, now that student learning outcomes have been so well developed. In particular, leadership is needed to find ways to measure the educational effectiveness of the learning-by-doing pedagogy. The teacher scholar model also needs further definition by the time of the EER visit. The theme of integration and student learning would likewise benefit from a leadership structure, as the team discovered that "everyone is waiting for someone else to take the initiative to take this effort forward." The Commission urges the new president to provide direction in putting in place the leadership structures - both faculty and administrative - needed to implement these themes. (CFRs 3.8, 3.11)

The Commission acted to:

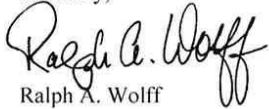
1. Receive the Capacity and Preparatory Review report and continue the accreditation of California Polytechnic State University, San Luis Obispo.
2. Reschedule the Educational Effectiveness Review to spring 2012. The Institutional Report is due 12 weeks prior to the scheduled visit. The Commission extended the time of the visit by one semester to allow the University more time to address the issues noted above and to settle leadership issues.
3. Request that the institution incorporate its response to the issues raised in this action letter and to the major recommendations of the CPR team report into its Educational Effectiveness Review report. You may include this analysis in an appendix to your Educational Effectiveness report or incorporate it into the report.

In accordance with Commission policy, copies of this letter will be sent to the chair of the CSU Board of Trustees and to Chancellor Charles Reed in one week. The Commission expects that the team report and this

action letter will be widely disseminated throughout the institution to promote further engagement and improvement, and to support the institution's response to the specific issues identified in them.

Finally, the Commission wishes to express its appreciation for the extensive work that the University undertook in preparing for and supporting this accreditation review. WASC is committed to an accreditation process that adds value to institutions while assuring public accountability, and we are grateful for your continued support of our process. Please feel free to contact me if you have any questions about this letter or the action of the Commission.

Sincerely,

A handwritten signature in black ink, appearing to read "Ralph A. Wolff". The signature is fluid and cursive, with the first name "Ralph" being the most prominent.

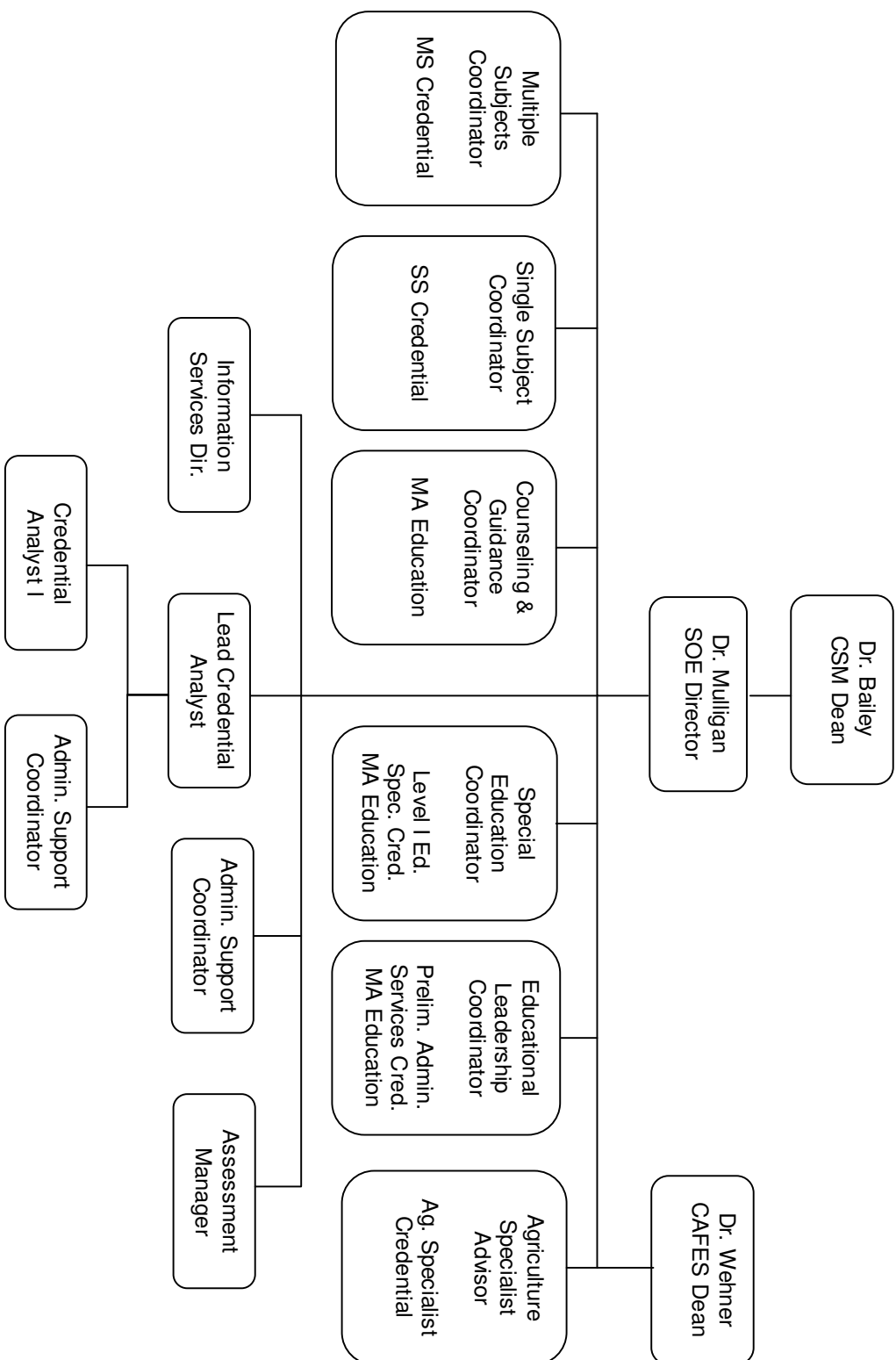
Ralph A. Wolff
President and Executive Director

RW/ro

cc: Sherwood Lingenfelter, Commission Chair
W. David Conn, ALO
Herbert L. Carter, CSU Board Chair
Charles Reed, Chancellor, California State University
Members of the CPR team
Richard Osborn

**APPENDIX C.
SCHOOL OF EDUCATION ORGANIZATIONAL CHART**

**School of Education
Organizational Chart 2010**



APPENDIX D.

CAL POLY'S POLICY ON RIGHTS AND RESPONSIBILITIES OF INDIVIDUALS

STATEMENT ON DIVERSITY

The following excerpts are taken from *The Cal Poly Statement on Diversity*, which has been endorsed by the Cal Poly Academic Senate Resolution AS-506-98/DTF:

“At the heart of a university is the responsibility for providing its students with a well-rounded education, an education that fosters their intellectual, personal and social growth. The ultimate product of universities is education in the broadest sense, including preparation for life in the working world.” In this regard, it is in the compelling interest of Cal Poly, the State, and the Nation to provide our students with an education that is rich with a diversity of ideas, perspectives, and experiences.”

“Cal Poly’s commitment to diversity signals an affirmation of the highest educational goals for this University, including mutual respect, civility, and engaged learning.”

POLICIES ON THE RIGHTS OF INDIVIDUALS

Cal Poly is a community enriched by individual differences. The University is committed to respecting and protecting the rights of individuals. This section presents a summary of University non-discrimination policies and procedures for pursuing complaints under these policies. The office of Employment Equity, working with the Inclusive Excellence Council, has been designated to oversee and coordinate implementation of campus non-discrimination policies. Except where otherwise indicated, procedures for reporting incidents of discrimination can be found in “Reporting Guidelines.”

Non-discrimination Policy

Cal Poly does not discriminate in admission or access to, or treatment or employment in, its programs and activities, including intercollegiate athletics. Cal Poly and its auxiliary organizations are committed to maintaining and implementing policies and procedures in compliance with applicable CSU, State, and federal nondiscrimination and affirmative action laws, regulations, and policies. Cal Poly supports an environment free of unlawful discrimination on the basis of:

Race	Sexual Orientation
Color	Gender Identity
Ethnicity	Marital Status
National Origin	Physical Disability
Age	Mental Disability
Religion	Medical Condition
Sex	Veteran Status (as defined by the Vietnam-Era Veterans' Readjustment Assistance Act of 1974, as amended)

APPENDIX E.
FACULTY PARTICIPATION IN K-12 SETTINGS

School of Education Faculty/Content Educators	Activities in Elementary/Secondary Schools and Classrooms
Bauer, Julee Multiple Subject Program Faculty	<ul style="list-style-type: none"> • Coordinate Reading/Language Arts assessments for grades 1-3 and one-on-one tutoring with 1st/2nd graders for EDUC 430 • Place EDUC 430 candidates in K-12 field experiences and help coordinate observations/lessons • Work with principals to place student teachers at Mary Buren and Kermit McKenzie Jr. High • Assist in implementation of Spencer Kagan Saturday Cooperative Learning Workshop for San Luis Coastal District • Support colleagues in pursuit of National Board certification • Participate in the California Mathematics and Science Partnership Grant & am serving as a liaison/coach between Mary Buren Elementary and Cal Poly • Served as cooperating teacher for the past 17 years • Hosted classroom observers from Cal Poly School of Education • Provided a "Planning Your Year" presentation for student teachers in seminar classes • Coordinated and scheduled various presenters from area elementary schools for seminar classes • Modeled lessons for student teachers in the classroom • Supervised student teachers in a variety of school districts for the past 6 years
Brescia, James Multiple Subject Program Coordinator; MS and ELAP Faculty	<ul style="list-style-type: none"> • Conducted K-12 fieldwork supervision for administrative candidates and student teachers • Provided practitioner in-services at local K-12 schools • Participated in P-12 advisory councils
Gentilucci, James Educational Leadership Program Coordinator and Faculty	<ul style="list-style-type: none"> • Supervise administrative candidates during fieldwork placements in local K-12 schools • Serve as a member of the San Luis Obispo County Superintendents' Council and meet with the 11 superintendents of the County each month • Serve as a consultant to local boards of education and district administrators on various administrative matters (e.g., declining enrollment, student demographics, etc.) • Visit K-12 classrooms to collect data for ongoing research projects (e.g., videography research, student perceptions of school administrators, etc.) • Provide workshops to local K-12 teachers at various school sites throughout San Luis Obispo County
Harris, Kathleen Special Education Program Co-Coordinator and Faculty	<ul style="list-style-type: none"> • Supervise student teachers placed in elementary and/or secondary schools in the Education Specialist Level I program • Visit K-12 mentor teachers and discuss the nature of the school-based fieldwork for each Cal Poly student • Arrange for school-based field placements of candidates in the Education Specialist Level I program

Herter, Roberta Single Subject Faculty	<ul style="list-style-type: none"> • National Board Consultant for Teacher Professional with Development Lucia Mar School District (2009, 2010) • Teacher Professional Development ELL Workshops at Tommie Kunst Jr. High School in the Santa Maria-Bonita School District (Sep/Oct/Nov/Dec 2008) • Teacher Professional Development for National Board Preparation Workshop at Mary Buren Elementary School in Guadalupe Union Elementary District (July 3-8, 2007) • Teacher Professional Development CLAD Workshop at Kingsburg High School in the Kingsburg Joint Union High School District (April 4/11/18/25, 2007)
Jaques, Jodi Counseling & Guidance Program Coordinator and Faculty [Note: Counseling & Guidance School Counseling Program on hiatus, effective Aug 2009]	<ul style="list-style-type: none"> • Coordinated placement and supervised supervision of school counselors in K-12 schools • Provided school counselor workshops at local K-12 schools • Participated in P-12 advisory councils
Kane, Steven Counseling & Guidance Program Faculty [Note: Counseling & Guidance School Counseling Program on hiatus, effective Aug 2009]	<ul style="list-style-type: none"> • Conducted fieldwork supervision of school counselors in K-12 schools • Provided practitioner in-services at local K-12 schools • Participated in P-12 advisory councils
Lifter, Marsha Multiple Subject Program Faculty	<ul style="list-style-type: none"> • Liaison for Partnership schools in Lucia Mar District: Harloe and Fairgrove (2009-10) • Supervisor of student teachers at Harloe, Fairgrove, Ocean View, Mission, Grover Heights, Seinshimer, CL Smith (2005-10) • Liaison between Children's Museum of San Luis Obispo and area schools
Maas, Don Multiple Subject Program Faculty	<ul style="list-style-type: none"> • Conducted over 450 hours of staff development training for elementary and secondary teachers (9/07-6/10) • Supervised for 120 hours our candidates teaching in the field
Magnusson, Shirley Multiple Subject Program Faculty	<ul style="list-style-type: none"> • Annually visit 25-30 elementary school classrooms (across grades 1-6) for 2-3 sessions of science teaching to: <ul style="list-style-type: none"> ○ Observe and document (photograph) students' data collection and analysis during science investigations ○ Monitor teacher candidates' practice and intervene as pertinent to model effective practice, correct candidates' errors in use of materials or representation of science concepts, suggest more powerful next steps in science instruction • Participate in 3-4 teachers' elementary classrooms (grades 4 or 5) during the teaching of science using STEMLITES materials: <ul style="list-style-type: none"> ○ Observe and document (photograph) students' data collection and analysis during science investigations ○ Discuss instructional decisions as possible with the classroom teacher.

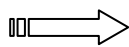
Mayer, Frances Multiple Subject Program Faculty	<ul style="list-style-type: none"> • Supervise Multiple Subject student teachers placed in San Luis Obispo and Santa Barbara Counties (2004-present) • Site supervisor for Child Development in Paso Robles public schools (1998-2000)
Mulligan, Patricia SOE Director and Faculty	<ul style="list-style-type: none"> • Conducted K-6 fieldwork supervision of student teachers (specifically in science classrooms) • Collaborated with local elementary teachers for the implementation and innovation of science curricula (Director of STEMLITES) • Participated in P-12 advisory councils
Ruef, Michael Special Education Program Co-Coordinator and Faculty	<ul style="list-style-type: none"> • Supervise student teachers • Collaborate with schools on grant proposals (One re autism with Baywood Elementary is currently out for review.) • Liaison with mentor teachers • Liaison with administrators • Liaison with K-12 special education advisory committee members • Consult with teachers re pupils with problem behavior and/or autism • Consult with parents re special education rights
Stauch, Nancy Single Subject Program Field Placement Coordinator and Science Faculty	<ul style="list-style-type: none"> • Coordinate Single Subject student teacher placement in 7-12 schools • Supervise Single Subject student teachers • Provided practitioner in-services in local K-12 schools • Participated in P-12 advisory counsels
Wiedenkeller, Sidonie Multiple Subject Program Field Placement Coordinator and Multiple Subject Faculty	<ul style="list-style-type: none"> • Coordinate Multiple Subject student teacher placements in K-6 schools • Supervise Multiple Subject student teachers • Provide practitioner in-services in local K-12 schools • Participated in P-12 advisory councils

APPENDIX F. CERTIFICATE OF CLEARANCE



CERTIFICATE OF CLEARANCE APPLICATION PROCESS & INSTRUCTIONS

- 1) **LiveScan Service Fingerprinting**
 - a. **San Luis Obispo County Office of Education** (805-543-7732) **appointments required**
 - i. **RECOMMENDED:** If you plan to teach/student teach in San Luis Obispo County, ask to be placed on the **"county-wide database"**
- 2) **CTC Online Direct Application (after you have been fingerprinted)**
 - a. Go to the CTC's website at <http://www.ctc.ca.gov>
 - b. Click on **Online Applications & Status**

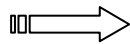


- c. Click on **Proceed to the Online Direct Application Process**

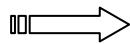


Online Direct Application Process — for 16 specific Credentials, Certificates, or Permits

This is an online alternative to paper applications for 16 credential titles. A detailed process description, instructions and links to the process are available by selecting the **Proceed to the Online Direct Application Process button**.



- d. Scroll to bottom of page and click on **Start the Online Direct Application Process**



- e. Click on **Certificate of Clearance (Fingerprint Clearance)**. The Certificate of Clearance Checklist on the next page is for your reference only, you **DO NOT** need to print this page out, or send any supporting materials to the Commission on Teacher Credentialing (CTC), unless you are submitting information as required for the Personal and Professional Fitness questions.
 - f. Continue to the Online Direct Application for the **Certificate of Clearance** answer the Personal and Professional Fitness questions and pay the application fee with a Visa or MasterCard.

The School of Education, Student Information Center will verify your Certificate of Clearance with the CTC when you:

1. Apply for admission as a Graduate
2. Submit a **Step I/A Application**, **it is RECOMMENDED that you complete this process before you apply to Step I/A**

If you have additional questions, please email one of our Credential Analysts, Peggy Smith Andersen at psmithan@calpoly.edu or Daniel A. Parsons at daparson@calpoly.edu.

APPENDIX G.

DESCRIPTIONS FOR EDUC COURSES (2009-2011 CAL POLY CATALOG)

EDUC—EDUCATION

EDUC 125 First Year Seminar (2) (CR/NC)

Issues associated with the successful transition from high school or community college to Cal Poly. Links fostered between student needs and campus resources. Coverage of academic policies and procedures, university study skills, goal setting, career planning, wellness and other topics relevant to student success. Credit/No Credit grading only. 1 lecture, 1 activity. *Crosslisted as UNIV 125. Effective Fall 2009.*

EDUC 207 The Learner's Development, Culture and Identity in Educational Settings (4)

Theoretical background of child and early adolescent development within diverse cultural settings and implications for the teaching-learning process. Observations of children in everyday settings. 3 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance. Prerequisite: PSY 201 or PSY 202. *Crosslisted as CD/EDUC 207. Change effective Fall 2010.*

EDUC 270 Selected Topics (1–4)

Directed group study of selected topics. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1 to 4 lectures. Prerequisite: Open to undergraduate students and consent of instructor.

EDUC 300 Introduction to the Teaching Profession (3) (CR/NC)

Historical, philosophical, and social foundations of public education. Public school curriculum and professional education dispositions. Structured program and study of self and others, laws and current conditions of special education. Required field observations and activities. 1 seminar, 1 activity. Credit/No Credit grading only. 2 lectures, 1 activity. Participation in public schools requires mandated fingerprint clearance. Prerequisite: Junior standing or consent of instructor. *Change effective Fall 2010.*

EDUC 304 Orientation to the Teaching of Students with Disabilities (2) (CR/NC)

Introduction to the Education Specialist Credential and role of special education in the public school. Required first course in program. Orientation to preventing discipline problems and choices about curriculum, instruction, and management; creating a positive learning environment for all students. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, and must have fulfilled early field experience requirement.

EDUC 310 Effective Teaching and Classroom Management with a Multicultural Perspective in K-3 and 4-8 Settings (4)

Knowledge, theory, fieldwork and research related to effectively managing, planning, and teaching in K-3 and 4-8 classrooms; connections between preventing discipline problems and choices about curriculum, instruction, and management; creating a positive learning environment for all students. Participation in public schools requires mandated fingerprint clearance. 2 seminars, 2 activities. Prerequisite: EDUC 300 or equivalent course may be concurrent. Completion of GE Area A and junior standing or consent of instructor. *Change effective Fall 2010.*

EDUC 400 Special Problems for Undergraduates (1–4)

Individual investigation, research, studies or surveys of selected problems. Total credit limited to 8 units, with a maximum of 4 units per quarter. Prerequisite: Junior standing and consent of instructor.

EDUC 410 Social, Historical and Ethical Perspectives on Teaching and Learning (4) (CR/NC)

Inquiry into the social, historical, philosophical and psychological foundations of education with an emphasis on applying theory to practice. Prepares single subject credential students for teaching. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 300 or equivalent course. Admission to the Single Subject Credential Program or consent of instructor. Concurrent: EDUC 412 and EDUC 414.

EDUC 412 Access to Learning in a Pluralistic Society (4) (CR/NC)

The role of culture, status, identity, and development in public school experiences for diverse learners. Organization and management of secondary classrooms as related to adolescent development and access to learning. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 300 or equivalent course. Admission to the Single Subject Credential Program. Concurrent: EDUC 410 and EDUC 414.

EDUC 414 Curriculum and Inquiry in Public Schools (4) (CR/NC)

Principles, methods and practices of organizing curriculum, instruction, and assessment for secondary subject area content, with an emphasis on backward design in curriculum development and assessment. Site visits to local schools to allow analysis of planning, instruction, and assessment in secondary classrooms. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 300 or equivalent course. Admission to the Single Subject Credential Program or consent of instructor. Concurrent: EDUC 410 and EDUC 412.

EDUC 416 Literacy, Language, and Culture in Content Area Classrooms (4) (CR/NC)

Theories and application of literacy learning, assessment and second language acquisition in content classrooms. Observing classrooms, tutoring English language learners, and designing and teaching literacy lessons. Planning and implementing assessments for learners across content areas. Developing theories of literacy teaching and learning consistent with content teaching standards. Recognizing the role of culture in language acquisition. Accommodating multiple literacies in teaching and learning. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: Admission to the Single Subject Credential Program or senior standing for Agricultural Education candidates. Concurrent: EDUC 418 and EDUC 469 (except students enrolled in Agricultural Education Credential Program).

EDUC 418 Culturally Responsive Teaching in Diverse Classrooms (4) (CR/NC)

Differentiated instruction and further theoretical knowledge and skills needed for successful teaching of linguistically and culturally diverse learners, as well as students with special learning needs. PACT assessments embedded in course prepare credential candidates for the teaching event. Credit/No Credit grading only. 2 lectures, 2 activities. Prerequisite: EDUC 412, EDUC 414, and content methods course. Concurrent: EDUC 416 and EDUC 469, or AGED 438 for students enrolled in Agricultural Education Credential Program.

EDUC 423 Bilingual Literacy (4)

Patterns of classroom organization, application of reading programs, approaches, methods in English and Spanish, and supervised field experiences in elementary classrooms with bilingual students. 3 seminars, 1 activity. Limited to students seeking BCLAD certification. Prerequisite: Junior standing, Spanish proficiency and/or consent of instructor.

EDUC 427 Theories, Methods, and Assessment for First and Second Language Acquisition in Secondary Schools (3)

Theories, methods, materials and assessment involved in the instruction of limited English proficient (L.E.P.) students. Bilingual, transitional, and English only programs compared across a historical framework. An integrated language arts approach emphasized, including application of reading programs based on theories of language acquisition. 2 seminars, 1 activity. Prerequisite: Admission to single subject teaching credential program or junior standing in agricultural education major.

EDUC 430 Teaching Reading and Language Arts with a Multicultural Perspective (6)

Development of knowledge and skills for planning, teaching, and assessing a balanced, comprehensive, research-based K-8 reading and language arts program. State/national standards and trends. Attention to children of all abilities and backgrounds. PACT assessment task and RICA preparation. 4 seminars, 2 activities. Prerequisite: Admission into the Multiple Subject Credential Program.

EDUC 431 Teaching Social Science and the Arts with a Multicultural Perspective (4)

Development of knowledge and skills related to planning, implementing and evaluating integrated social science units of instruction; effects of culture on the selection and implementation of curriculum; knowledge and integration of physical education, art, and music. 2 seminars, 2 activities. Prerequisite: Admission into the Multiple Subject Credential Program.

EDUC 432 Teaching Science and Mathematics with a Multicultural Perspective (4)

Curriculum and instruction in elementary school science and mathematics. Selecting, organizing, and teaching science and mathematics at the appropriate level throughout the elementary school curriculum. Emphasis on teaching via inquiry in science and through problem solving in mathematics following state standards. 2 seminars, 2 activities. Prerequisite: Admission to Multiple Subject Credential Program. Can be taken concurrently with Student Teaching I (EDUC 434 or EDUC 454). Prerequisite for Liberal Studies majors: Completion of MATH 227 and MATH 326.

EDUC 433 Foundations of Bilingual Education (4)

History, theories, and practices associated with contemporary bilingual education in California and the U.S. Observation and limited teaching in bilingual classrooms. Approximately one-half of the class taught in Spanish. 3 seminars, 1 activity. Prerequisite: Spanish proficiency demonstrated by passing SPAN 122 or equivalent with a grade of B or better, or consent of instructor.

EDUC 434 Student Teaching – Multiple Subject Credential (10) (CR/NC)

Field assignment involving observation, teaching, research and related activities in public elementary and middle school classrooms. Credit/No Credit grading only. Concurrent: EDUC 455. Prerequisite: EDUC 430 and EDUC 432, and admission to STEP II or STEP B of the Multiple Subject Credential Program.

EDUC 435 Learning to Teach K-8 Mathematics with a Multicultural Perspective (4)

Planning, instruction, assessment and reflection on teaching mathematics through problem solving to culturally diverse groups of students in grades K-8, with emphasis on the historical and cultural development of mathematics, using manipulatives to promote students' understanding and development of mathematical knowledge and reasoning. 3 seminars, 1 activity. Prerequisite: Admission to STEP 1 or A of the Multiple Subject Credential Program. For Liberal Studies majors, MATH 227 and MATH 328 must be successfully completed with a grade of C- or better; prerequisite or concurrent: MATH 329.

EDUC 436 Learning to Teach K-8 Science with a Multicultural Perspective (4)

Planning, instruction, assessment and reflection on teaching science via inquiry and problem solving to culturally diverse students in grades K-8, with emphasis on the historical and cultural development of scientific inquiry, and teaching through investigation to promote the development of scientific knowledge and reasoning. 3 seminars, 1 activity. Prerequisite: Completion of Area B (for Liberal Studies majors) and admission to STEP 1 or A of the Multiple Subject Credential Program.

EDUC 440 Educating Individuals with Exceptional Needs (4)

Characteristics, incidence, and etiology of individuals with exceptional needs. Problems, assessment, and approaches toward accommodating students with exceptional needs in the regular classroom. 3 seminars, 1 activity. Prerequisite: Post baccalaureate status or consent of instructor.

EDUC 441 Education Specialist Level II Induction Seminar (2) (CR/NC)

Orientation class to develop a two (minimum) to five (maximum) year plan that will result in a Professional Clear Education Specialist Credential. Plan to contain elements that extend the learning of the Level I credential, foster critical reflection, include involvement of employer (i.e., school district) representatives, and include both university and non-university academic work. Credit/No Credit grading only. 1 seminar, 1 activity. Prerequisite: Admission into Level II Special Education Credential Program.

EDUC 442 Elementary Field Experience in General and Special Education (2-4) (CR/NC)

Public school classroom experiences in both general education classrooms and special education classrooms at the elementary level. Teaching individuals and small groups, emphasis on reading skills. Minimum 20 hours per week. Total credit limited to 8 units. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 304, EDUC 440. Must be taken concurrently with EDUC 451.

EDUC 443 Assessment of Level II Education Specialists (2) (CR/NC)

Use of multifaceted assessment process to verify that candidates have met the Level II Performance standards, including portfolio review, coursework competency review, and oral presentation before an assessor panel composed of trained professional practitioners. Credit/No Credit grading only. 1 seminar, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program and completion of all Level II coursework and related activities.

EDUC 444 The Atypical Infant (4)

Exploration of issues pertinent to the development of atypical infants. Relationship of theory and research to intervention efforts with handicapped, developmentally delayed infants, and other at-risk infants. 3 seminars, 1 activity. Prerequisite: Junior standing, PSY 256, and EDUC 440 or consent of instructor. *Crosslisted as EDUC/PSY 444.*

EDUC 445 Reading/Language Arts Instruction for Special Educators (4)

Diagnosis and remediation of reading problems. Review of reading programs. General education (K-12) reading instructions. Alternative methods of developing English language reading skills. Field activities required. 3 seminars, 1 activity. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440, EDUC 446.

EDUC 446 Adapting Instruction for Students with Disabilities in General Education Programs (4)

Adapting instructional methods in science, social science, mathematics, reading and the arts in elementary and secondary general education settings for students with disabilities and English language learners. 3 seminars, 1 activity. Prerequisite: EDUC 440.

EDUC 447 Secondary Field Experience in General and Special Education (2-4) (CR/NC)

Public school classroom experiences in both general education classrooms and special education classrooms at the secondary level. Teaching individuals and small groups, emphasis on behavior management. Minimum 20 hours per week. Total credit limited to 8 units. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440. Must be taken concurrently with EDUC 451.

EDUC 449 Special Education Student Teaching (8) (CR/NC)

Participation in public schools as a student teacher in activities representing different roles of special education teachers. Assumption of a teacher's responsibility for individual and small groups. Minimum 4 days per week. Credit/No Credit grading only. Prerequisite: Acceptance into Level I Special Education Credential Program, and completion of all program requirements. Must be taken concurrently with EDUC 451.

EDUC 451 Special Education Student Teaching Seminar (4) (CR/NC)

Educational issues and research, development and assessment of teaching portfolio, completion of materials for a job search, and beginning the first year as a special educator. 3 seminars, 1 activity. Must be taken concurrently with EDUC 449. Prerequisite: Acceptance into Level I Special Education Credential Program; completion of program requirements for the Level I Special Education Program.

EDUC 454 Multiple Subject Student Teaching I (7) (CR/NC)

Field assignment involving observation, teaching, professional growth and related activities in public K-8 classrooms. Taken concurrently with EDUC 455. Credit/No Credit grading only. Prerequisite: Senior standing in BS in Liberal Studies and completion of LS 461, acceptance in STEP II or STEP B of the Multiple Subject Credential Program.

EDUC 455 Multiple Subject Student Teaching Seminar I (3)

Educational issues and research; rights and legal responsibilities (teachers and students); reform movements and moral dimensions in education; self evaluation based on teaching performance expectations (TPEs); student assessment and evaluation and development; assessment of MSCP Program Portfolio; and preparing a job search. 3 seminars. Prerequisite: Senior standing in BS in Liberal Studies and completion of LS 461, admission into STEP II or STEP B of the Multiple Subject Credential Program. Taken concurrently with EDUC 434 or EDUC 454.

EDUC 456 Multiple Subject Student Teaching II (12) (CR/NC)

Second field assignment involving observation, teaching, professional growth and related activities in public K-8 classrooms. Credit/No Credit grading only. Taken concurrently with EDUC 457. Prerequisite: Successful completion of EDUC 455 and LS 461.

EDUC 457 Multiple Subject Student Teaching Seminar II (3)

Issues related to teaching, moral responsibilities of educators, setting professional goals, parent conferencing, self-assessment, implementation of formal and standardized assessments, interviews, completion of materials for a job search, and beginning the first year as a teacher. Planning, implementation, and evaluation of units of instruction, teaching performance assessments, and multiple subject program portfolio. 2 seminars, 1 activity. Taken concurrently with EDUC 456. Prerequisite: Successful completion of EDUC 434 or EDUC 454 and EDUC 455.

EDUC 458 Summer Quarter Field Experiences: General and Special Education (4) (CR/NC)

Participation in public schools in activities representing different teaching roles in general and special education. Assumption of a teacher's responsibility for individual and small groups. May include student teaching in special education. Minimum 20 hours per week. Total credit limited to 12 units. Credit/No Credit grading only. Prerequisite: EDUC 304 and acceptance into Education Specialist Credential program. Must be taken concurrently with EDUC 459.

EDUC 459 Summer Quarter Special Education Seminar (4) (CR/NC)

Provides support and understanding of field experiences and the role of general and special education. Total credit limited to 8 units. 4 seminars. Credit/No Credit grading only. Prerequisite: EDUC 304 and acceptance into Level I Special Education Credential Program. Must be taken concurrently with EDUC 458.

EDUC 469 Part-Time Student Teaching (6) (CR/NC)

Part-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire morning in the classroom (or the equivalent) for one quarter. Credit/No Credit grading only. Prerequisite: Completion of courses and requirements to begin student teaching and approval of campus screening committee for credential candidates. Taken concurrently with EDUC 416, EDUC 418, content seminar (except AGED).

EDUC 470 Selected Advanced Topics (1-4)

Directed group study of selected topics for advanced students. Open to undergraduate and graduate students. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1 to 4 lectures. Prerequisite: Consent of instructor.

EDUC 471 Selected Advanced Laboratory (1-4)

Directed group laboratory study of selected topics for advanced students. Open to undergraduate and graduate students. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 1-4 laboratories. Prerequisite: Consent of instructor.

EDUC 479 Student Teaching (12) (CR/NC)

Full-time assignment in a classroom (Single Subject only). Includes teaching activities under the direction of a selected cooperating teacher in consultation with a university supervisor. Assignment consists of an entire teaching day in the school for one quarter. Credit/No Credit grading only. Prerequisite: Completion of all courses and requirements prerequisite to full-time student teaching and approval by campus screening committee for credential candidates.

EDUC 480 Computer Based Curriculum (2)

Computer assisted instruction and computer based technology. Lesson planning and integration of technology into the K-12 curriculum. Familiarization with available educational courseware and software. Emphasis on classroom application. 1 seminar, 1 activity. Prerequisite: Completion of GE Area F.

EDUC 481 Advanced Educational Technology Methods and Integration (4)

Exploration of advanced educational technology methods and review of constructivist approaches to lesson design. Designing and running technology-based lessons in local K-12 classrooms, and preparing portfolio to meet Level II technology requirements as defined by CCTC. 3 seminars, 1 activity. Prerequisite: EDUC 480 or test equivalent.

EDUC 500 Individual Study (1–4)

Advanced study planned and completed under the direction of a member of the department faculty. Open only to graduate students who have demonstrated ability to do independent work. Enrollment by petition. Total credit limited to 8 units. Prerequisite: Consent of department head, graduate major advisor, and supervising faculty member.

EDUC 501 Applied Practices in Curriculum Development (4)

Overview of major curriculum trends; planning and development of a comprehensive curriculum project geared toward use of technology in teaching. Emphasis on practicality. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 503 Seminar in Language Arts Curriculum and Methods (4)

Language arts curriculum: objectives, methods, content, materials, evaluation, current trends, research and field work activities. 3 seminars. 1 activity. Prerequisite: Graduate standing.

EDUC 504 Seminar in Science and Mathematics Curriculum and Methods (4)

In-depth study of science and mathematics curriculum. Objectives, methods, content, materials, evaluation, current trends, and assessments. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 505 Seminar in Social Studies Curriculum and Methods (4)

In-depth study of the social studies curriculum: objectives, methods, content, materials, evaluation, current trends and field work activities. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 506 Models of Instruction (4)

Analysis of a wide variety of approaches to elementary and secondary teaching that guide instruction in the classroom and in other educational settings. In-depth analysis and implementation of selected teaching strategies. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 507 Instructional Materials and Technology (4)

Examination of technology-supported instruction with special focus on the use of technology to enable constructivist learning experiences for K-12 students. A survey of advanced technologies including electronic media, digital geography, digital story telling, probeware, simulation, and blogging. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 508 Digital Moviemaking for K-12 Educators (4)

Digital moviemaking as the centerpiece of constructivist learning projects in K-12 classrooms. Project-based. Tools and skills for digital moviemaking. Designing constructivist lessons that require K-12 students to make their own movies. 3 seminars, 1 activity. Prerequisite: EDUC 481 or EDUC 507 or consent of instructor.

EDUC 509 Robotics for K-12 Educators (4)

The use of robots as the centerpiece of constructivist learning projects in K-12 classrooms. Project-based. Learning to build and program robots and design constructivist lessons around them. No engineering background required. 3 seminars, 1 activity. Prerequisite: EDUC 480 or EDUC 481 or EDUC 507 or consent of instructor.

EDUC 510 Educational Finance and Resource Allocation (4)

Financing public schools in America: historical and current sources and types of funding. District level and site level funding and budgeting including priorities and purchasing procedures. Financial implications of personnel contracts and obligations. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 511 Educational Law and Governance (4)

Legal aspects of school administration including unions, collective bargaining, and contract administration. Governing roles of federal, state, and local agencies including boards and district administrators. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 512 Educational Organization and Management (4)

Principles of organization, management, and leadership and their relationship to educational effectiveness and productivity. Activity experience in the application of management theory in schools. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 513 Educational Planning and Decision Making (4)

Concepts of planning and decision making in educational administration that utilize a wide range of data gathering and analysis procedures. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 514 School Site Administration (4)

Principles and practices of effective building level administration in multicultural/multilingual environment. 4 seminars. Prerequisite: Graduate standing and consent of instructor.

EDUC 515 Educational Program Management and Evaluation (4)

Supervision, management, and evaluation of educational curriculum and educational programs. Current trends in program management including mapping, monitoring, alignment. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 516 Educational Personnel Supervision and Evaluation (4)

Principles and processes for the supervision and evaluation of certificated and classified staff including legal, research, and professional considerations. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 518 Administrative Services Fieldwork (3) (CR/NC)

Supervised fieldwork in school administration for supervision at the elementary and secondary level. Assignments must encompass three of the four academic quarters and must involve some multicultural experience. Total credit limited to 18 units, only 9 of which may be applied toward master's degree. Credit/No Credit grading only. Prerequisite: Admittance to the Administrative Services Credential program and consent of instructor.

EDUC 525 Literacy and Reading Processes, Programs and Technology (4)

Physiological, psychological and psycholinguistic components of the reading process. Applications of research findings of teaching reading, including innovative programs and the use of reading technology. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 526 Diagnostic Procedures in Literacy and Reading (4)

Formal and informal methods of diagnosing and remediating reading problems in classrooms and reading clinics. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 527 Language and Literacy Models for Second Language Learners (4)

Theory and models of learning in a second language at the high levels needed for school success. Analysis and synthesis of research in bilingualism and second language acquisition for teachers of second language learners. The Schedule of Classes will list topic selected. Total credit limited to 8 units. 3 lectures, 1 activity. Prerequisite: EDUC 423 or EDUC 433 or comparable BCLAD coursework.

EDUC 529 Bilingual Special Education and Reading Instruction (4)

Principles, procedures and materials for teaching reading to bilingual students coupled with diagnostic and prescriptive methods for understanding reading problems of the bilingual and bilingual special education student. 2 seminars, 2 activities. Prerequisite: Graduate standing.

EDUC 530 Secondary, College, and Adult Literacy Practices (4)

Principles, procedures, and materials for improving literacy and reading in the subject matter areas with students of different backgrounds and abilities in grades 7 through college. Field experiences in teaching reading to adults, college, or secondary students. 3 seminars, 1 activity. Prerequisite: Graduate standing.

EDUC 532 Advanced Field Experiences in Education (3–12) (CR/NC)

Supervised advanced field experience and practical application of specialty for classroom teachers, reading and special education specialists, administrators and school support personnel. Total credit limited to 18 units for specialist credentials. Total credit limited to 6 units for the master's degree. 30 hours work experience per unit of credit. Credit/No Credit grading only. Prerequisite: Graduate standing, completion of basic teaching or administrative credential, or consent of instructor.

EDUC 542 Administration of Special Programs and Services (4)

Principles and practices of organizing and administering special education, reading, counseling, and other support programs. Assessment and placement procedures, middle management's role, overview of specially funded programs, historical precedents and future trends. 3 seminars, 1 activity. Prerequisite: Graduate standing and consent of instructor.

EDUC 543 Advanced Studies in Assessment, Behavioral Support, Curriculum for Transition in Special Education (4)

Advancement of Level II candidate's knowledge and skills in assessment driven decision making for pupils with disabilities, supporting pupils with serious emotional or behavioral problems, and preparing pupils with disabilities, including English Language Learners, for major life cycle school transitions. Analyzing assessment data to determine how to modify academic instruction, provide behavioral support, social skills training, career and vocational preparation. 3 seminars, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program, EDUC 441.

EDUC 544 Advanced Collaboration and Consultation for Teachers of Students with Special Needs (5)

Advanced studies and skills in educational consultation. Emphasis on the collaborative and consultative role of the special educator with a wide range of individuals from diverse cultural backgrounds including school personnel, parents, outside agencies, and paraprofessionals. 3 seminars, 2 activities. Prerequisite: Admission into the Level I Special Education Credential Program and master's degree program in education.

EDUC 545 Characteristics and Instruction of Pupils with Mild/Moderate Disabilities (5)

Characteristics of, and instructional strategies for students with mild/moderate disabilities. Organization and management of the special classroom. Evaluation of the instructional system. Individualization of instruction, appropriate methods for English language learners and interaction in the total school environment. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440.

EDUC 547 Advanced Curricular and Instructional Adaptations for Students with Special Needs (4)

Advanced studies and skills in adaptation and modification of curriculum and instructional techniques to meet the needs of students with special needs. Educational implications of current learning theories as applied to individuals with special needs. Development and application of a remedial therapy with appropriate individual(s). Development of instruction based on the adopted instructional program for English Language Development. 3 seminars, 1 activity. Prerequisite: Acceptance into Level II Special Education Credential Program and EDUC 441

EDUC 548 Advanced Collaboration, Consultation and Instructional Techniques for Teachers of Pupils with Disabilities (4)

Advanced studies in assessment, adaptation and modification of curriculum, and instructional techniques for teachers of pupils with disabilities. Emphasis on the collaborative, consultative, and management roles of the special educator, focus on interactions with school staff, parents, and outside agencies. 3 seminars, 1 activity. Prerequisite: Admission into the Professional Level II Special Education Credential Program, EDUC 441.

EDUC 550 Assessment Strategies for Special Education (5)

Using norm referenced, criterion referenced, and curriculum based testing for assessing academic, behavioral, and physical status of individuals with exceptional needs, including English language learners, for referral purposes. Instructional and evaluation decisions regarding exceptional students in school settings. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

EDUC 551 Characteristics and Instruction of Pupils with Moderate/Severe Disabilities (4)

Definition and social behavioral characteristics of students with moderate to severe disabilities. Instructional strategies emphasizing law, assessment, educational settings, and the collaborative strategies necessary for facilitating the inclusion of students with moderate/severe disabilities in general education settings. Emphasis on the communication, social skills, movement, mobility, sensory and specialized health care issues of students with moderate to severe disabilities. 3 seminars, 1 activity. Prerequisite: Acceptance into Level I Special Education Credential Program, EDUC 440.

EDUC 552 Support and Transition Strategies in Special Education (5)

Basic guidance techniques for teachers working with exceptional individuals and their families. Career selection, preparation, and counseling. Transition from school to work, and community resource utilization. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

EDUC 553 Current Issues, Emerging Research and Practices in Special Education (4)

Consideration of assumptions and techniques of educational research regarding the educational, personal, social and vocational difficulties affecting the development of individuals with exceptional needs; emphasizing their applicability to general and specific educational programs. 4 seminars. Prerequisite: Admission to Level I Special Education Credential Program or masters degree program.

EDUC 554 Behavior Disorders and Positive Behavior Support Strategies (5)

Assessment of students whose behavior impedes either their own learning or the learning of other students. Strategies for facilitating proactive educational, environmental and social-emotional techniques for supporting students with challenging behavior. 3 seminars, 2 activities. Prerequisite: Acceptance into Level I Special Education Credential Program and MA in Education, EDUC 440, EDUC 446.

EDUC 555 Introduction to the Counseling Profession (4)

Overview of the counseling profession, history, philosophy, theory and ethics. Required activity. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

EDUC 556 Multicultural Counseling (4)

Initiation of critical analysis of personal beliefs and attitudes regarding counseling in a diverse society. Focus on a variety of approaches to explore the beliefs and attitudes of the student in counseling settings, and examination of strategies considered effective in working with diverse populations. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

EDUC 557 Career Counseling (4)

Focus on the study and application of career development theories in career counseling. Utilizing appraisal instruments, community referral resources, occupational information, computerized retrieval systems, and personal and social data and required activities. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

EDUC 558 Elementary School Counseling (4)

Focus on the development of skills for the integration of counseling activities into elementary school curriculum – specifically the role of the counselor in the development of a comprehensive guidance program, classroom guidance, counseling, consultation, program design and evaluation, curriculum and administration of special programs. 3 seminars, 1 activity. Prerequisite: PPS credential candidate, or consent of instructor.

EDUC 559 Secondary School Counseling (4)

A basic understanding of the secondary school environment, the role and responsibilities of the counselor within the school environment/community, the components of a secondary school counseling program, the developmental issues of 13-18 year olds, emerging standards for school counselors and the changing nature of student populations. 3 seminars, 1 activity. Prerequisite: PPS credential candidate, or consent of instructor.

EDUC 560 Counseling Theories (4)

Theories and practice of counseling with special emphasis on the counseling process. Emphasis of conditions of counseling, counseling techniques, counseling diverse populations and the counselor as a professional helper. 3 seminars, 1 activity. Prerequisite: EDUC 555 and admission to MA Education program.

EDUC 561 Group Counseling (4)

Theory and practice of group counseling, client selection, group structure, process and termination, and application of theories to specific developmental groups. Communication and facilitation skills emphasized with relevant ethics and law. 3 seminars, 1 activity. Prerequisite: EDUC 555, EDUC 560 or consent of instructor.

EDUC 562 Student Development–Higher Education (4)

Exploration of the roles and competencies of the student development specialist in higher education. Review of relevant developmental theory with emphasis on practical implementation. Explore current issues and trends in higher education, and organizational framework. 4 seminars. Prerequisite: Admission to MA Education program.

EDUC 563 Violence Prevention in Schools (4)

Specific counseling strategies and issues related to violence in the schools. Alienation, violence, parenting, as they relate to the factors associated with school violence. Evaluation of effective intervention programs for K-12 schools. 3 seminars, 1 activity. Prerequisite: Admission to MA Education program.

EDUC 564 Legal and Ethical Issues in Counseling (4)

Consideration of legal, ethical, cultural and related professional issues as they affect the practice of counseling. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program or PPS Credential Program.

EDUC 565 Counseling Measurement and Assessment (4)

Training and evaluation in the utilization of tests, scales, measures, and other instruments with K-12, and college-age students. An understanding of culturally appropriate tests and measures, collaboration with school personnel, parents, and students in the review and interpretation of test scores and measures. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization, or to PPS Credential Program.

EDUC 566 Leadership and Consultation in Counseling (4)

Development of skills in planning, organizing, coordinating, and delivering programs that generate systemic change through establishing collaboration within schools, communities and other stakeholders. Emphasis on social action and its role in the counseling profession. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program or PPS Credential Program.

EDUC 568 Individual Counseling Techniques (4)

Theory and practice of individual counseling, process and termination, and application of theories to specific developmental issues working with K-12 students. Communication and facilitation skills emphasized, working with diverse populations and following legal and ethical guidelines. 3 seminars, 1 activity. Prerequisite: Admission to MA Education Program, Counseling and Guidance Specialization, or to PPS Credential Program.

EDUC 570 Selected Advanced Topics (1-4)

Directed group study of selected topics for graduate students. Open to undergraduate and graduate students. The Schedule of Classes will list title selected. Total credit limited to 8 units. 1-4 lectures. Prerequisite: Graduate standing or consent of instructor.

EDUC 573 Field Experience, Counseling (1–12) (CR/NC)

Practical application of guidance services and counseling in public schools, colleges and community settings. Seminars with university staff included. Total credit limited to 24 units. Credit/No Credit grading only Maximum of 6 units may be applied toward MA Education. Prerequisite: EDUC 555, EDUC 560 and Advancement to Candidacy.

EDUC 581 Graduate Seminar in Education (1–3)

Contemporary problems in education. Trends, developments, and issues. Total credit limited to 9 units. Prerequisite: Graduate standing.

EDUC 586 Introduction to Inquiry in Education (4)

Introduction to professional literature search techniques and to professional organizations as a basis for educational inquiry. Explanation of social construction of knowledge, and the philosophical basis of quantitative and qualitative research. 3 seminars, 1 activity. Prerequisite: Admission to School of Education master's program.

EDUC 587 Educational Foundations and Current Issues (4)

Historical, organizational, legal and philosophical characteristics of American education. Emphasis on the analysis of contemporary issues focusing on these characteristics. 4 seminars. Prerequisite: Graduate standing.

EDUC 588 Education, Culture, and Learning (4)

Cultural characteristics of educational institutions and practice. Review of theory and research relating to the social and organizational context in which learning and teaching takes place. 4 seminars. Prerequisite: Graduate standing.

EDUC 589 Educational Research Methods (4)

Introduction to research methodologies, application of inferential and descriptive statistics, critical analysis of research designs and data collection techniques. 3 seminars, 1 activity. Prerequisite: EDUC 586.

EDUC 590 Research Applications in Education (4)

Application of social science research techniques to problems in education and human services. Capstone experience for the School of Education master's inquiry course sequence. Completion of an inquiry project required. 2 seminars, 2 activities. Prerequisite: EDUC 589.

EDUC 599 Thesis or Project (3)

Completion of a thesis or project pertinent to the field of education. Student must register for each quarter of advisement. Total credit limited to 6 units. Prerequisite: Consent of graduate committee and supervising faculty member(s).

APPENDIX H.
CTC APPROVAL LETTER FOR MULTIPLE SUBJECT
AND SINGLE SUBJECT CREDENTIAL PROGRAMS

STATE OF CALIFORNIA

GRAY DAVIS, Governor

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue

Sacramento, California 95814-4213

(916) 445-0148

FAX (916) 323-4508

OFFICE OF THE EXECUTIVE DIRECTOR



September 2, 2003

Warren J. Baker, President
California Polytechnic State University
1 Grand Avenue
San Luis Obispo, CA 93407

Dear President Baker:

I am pleased to inform you that on August 21, 2003, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following program of preparation for multiple and/or single subject credentials under the SB 2042 program standards:

Multiple Subject Credential
Single Subject Credential

Should you or your staff have any questions relating to this action, you may address them to Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to California Polytechnic State University for its commitment to the preparation of professional educators.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sam W. Swofford'.

Sam W. Swofford, Ed.D.
Executive Director

cc: Bonnie Konopak, Director
Teacher Education

SWS/BG/LB/ta

APPENDIX I.
CTC APPROVAL LETTER FOR MULTIPLE SUBJECT BCLAD EMPHASIS

STATE OF CALIFORNIA
COMMISSION ON TEACHER CREDENTIALING
1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 322-6253
Fax (916) 445-0800

AKRON UNIVERSITY



OFFICE OF THE EXECUTIVE DIRECTOR

April 7, 2004

Warren J. Baker, President
California Polytechnic State University, San Luis Obispo
1 Grand Avenue
San Luis Obispo, CA 93407

Dear President Baker:

I am pleased to inform you that on March 18, 2004, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted permission to maintain the BCLAD Emphasis within the following program of preparation for multiple and/or single subject credentials under the SB 2042 program standards:

Multiple Subject Credential

Should you or your staff have any questions relating to this action, you may address them to Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo for its commitment to the preparation of professional educators.

Sincerely,

A handwritten signature in black ink, appearing to read 'Sam W. Swofford'.

Sam W. Swofford, Ed.D.
Executive Director

cc: Bonnie Konopak, Dean
Teacher Education

SWS/BG/LB/ta

APPENDIX Ja.
CTC APPROVAL LETTER FOR EDUCATION SPECIALIST
CREDENTIAL PROGRAM

STATE OF CALIFORNIA

PETE WILSON, Governor

CALIFORNIA COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 445-0184



OFFICE OF THE EXECUTIVE DIRECTOR

December 31, 1998

Warren Baker, President
California Polytechnic State University, SLO
San Luis Obispo, CA 93407

Dear President Baker:

I am pleased to inform you that on October 28, 1998, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following programs of Professional Preparation for the Education Specialist Credential as submitted by California Polytechnic State University, San Luis Obispo.

Preliminary Level I
Mild/Moderate Disabilities
Moderate/Severe Disabilities

Should you or your staff have any questions relating to this action, you may address them to Dr. Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo, for its commitment to the preparation of professional educators.

Sincerely,



Sam W. Swofford, Ed.D.
Executive Director

cc: Susan Roper, Director
University Center for Teacher Education

APPENDIX Jb.
CTC APPROVAL LETTER FOR EDUCATION SPECIALIST
CREDENTIAL PROGRAM: EL AMENDMENT

STATE OF CALIFORNIA

ARNOLD SCHWARZENEGGER, Governor

COMMISSION ON TEACHER CREDENTIALING
PROFESSIONAL SERVICES DIVISION
1900 Capitol Avenue
Sacramento, CA 95811-4213
(916) 324-8002



December 19, 2007

Dr. Bonnie Konopak
California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407

Dear Dr. Konopak,

I am pleased to inform you that the Commission on Teacher Credentialing has approved the English Learner (EL) Amendment to your Education Specialist Credential Program/s as submitted by California Polytechnic State University, San Luis Obispo.

Your EL approval is listed on the Approved Preparation Programs List on the CTC website: www.ctc.ca.gov. While the approval is granted for amendments in Level I as well as Level II, the approval will be listed only for Level I since the EL authorization is issued at the completion of Level I. The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo for its commitment addressing this critical issue.

Should you or your staff have any questions relating to this action, you may address them to Jan Jones Wadsworth, Consultant, Professional Services Division at (916) 323-6091.

Sincerely,

A handwritten signature in cursive script that reads "Lawrence W. Birch".

Lawrence W. Birch, Director
Professional Services Division

cc: Carl R.V. Brown
Michael Ruef

APPENDIX Jc.
**CTC APPROVAL LETTER FOR EDUCATION SPECIALIST
CREDENTIAL PROGRAM: LEVEL II INACTIVE STATUS**



Commission on Teacher Credentialing

1900 Capitol Avenue Sacramento, CA 95811 (916) 324-8002 Fax (916) 324-8927 www.ctc.ca.gov

Professional Services Division

August 10, 2010

Warren J. Baker, President
California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407-0389

Dear President Baker:

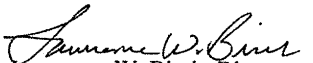
This letter serves as acknowledgement that the Commission on Teacher Credentialing has received your request to reclassify the Education Specialist Mild/Moderate Level II Program at California State Polytechnic State University, San Luis Obispo from "approved-active" status to "approved-inactive" status effective August 1, 2010.

The Program may no longer accept candidates. Once current candidates complete the program and are recommended for their credentials, no additional recommendations for credentials from this program will be accepted while it is in the "inactive" status. Inactive programs will continue to participate in accreditation activities in a modified manner, as specified in the *Accreditation Handbook*. A Committee on Accreditation action is required to reactivate the Education Specialist Mild/Moderate Level II Program at California Polytechnic State University, San Luis Obispo.

Should you or your staff have any questions relating to this action, you may address them to Teri Clark, Administrator of Accreditation at tclark@ctc.ca.gov.

The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo for its commitment to the preparation of professional educators.

Sincerely,

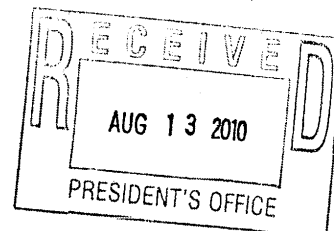

Lawrence W. Birch, Director
Professional Services Division

cc: Patricia Mulligan, Director
School of Education

LB/TC/ta

xc: R. Koob
P. Bailey

Ensuring Educator Excellence



APPENDIX K.
CTC APPROVAL LETTER FOR ADMINISTRATIVE SERVICES
CREDENTIAL PROGRAM

STATE OF CALIFORNIA

ARNOLD SCHWARZENEGGER, Governor

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213
(916) 324-8002
Fax (916) 323-4508



OFFICE OF THE EXECUTIVE DIRECTOR

June 14, 2007

Warren J. Baker, President
California Polytechnic State University, San Luis Obispo
One Grand Avenue
San Luis Obispo, CA 93407

Dear President Baker:

I am pleased to inform you that on June 6, 2007, the Committee on Accreditation, on behalf of the California Commission on Teacher Credentialing, granted initial accreditation to the following program of professional preparation for the Administrative Services Credential as submitted by California Polytechnic State University, San Luis Obispo:

Preliminary Administrative Services Credential
Preliminary Administrative Services Internship

Should you or your staff have any questions relating to this action, you may address them to Teri Clark, Administrator of Accreditation, at (916) 323-5917.

The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo for its commitment to the preparation of professional educators.

Sincerely,

Dale A. Janssen
Executive Director

cc: Bonnie Konopak, Dean
College of Education

P. David Pearson, Chair

DJ/LB/TC/ta

APPENDIX L.
CTC APPROVAL LETTER FOR AGRICULTURE SPECIALIST
CREDENTIAL PROGRAM

STATE OF CALIFORNIA

COMMISSION ON TEACHER CREDENTIALING

1900 Capitol Avenue
Sacramento, California 95814-4213

GRAY DAVIS, Governor



OFFICE OF THE EXECUTIVE DIRECTOR
(916) 445-0184

April 12, 1999

Warren Baker, President
California Polytechnic State University
San Luis Obispo, CA 93407

Dear President Baker:

I am pleased to inform you that on March 17, 1999 the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, acted to remove the four stipulations placed on the Programs of Professional Preparation at California Polytechnic State University, San Luis Obispo.

On the basis of the removal of the stipulations, the Committee also acted to change the accreditation status of California Polytechnic State University, San Luis Obispo, from "Accreditation with a Substantive Stipulation" to "ACCREDITATION."

Should you or your staff have any questions relating to this action, you may address them to Dr. Lawrence W. Birch, Administrator of Accreditation, at (916) 327-2967.

The Commission and its staff are grateful to California Polytechnic State University, San Luis Obispo, for its commitment to the preparation of professional educators.

Sincerely,



Sam W. Swofford, Ed.D.
Executive Director

cc: Susan Roper, Director
University Center for Teacher Education